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ABSTRACT

A 30-month study was designed to provide a comprehensive examination of training for teachers and volunteer instructors in adult basic education (ABE) and English as a Second Language (ESL). Phase I provided a systematic examination of the delivery and content of training. Three primary research activities were collection of extant data on staff development activities and materials in each state, literature review, and site visits to nine staff development programs, during which interviews, observations, and focus groups were conducted. Findings indicated that Section 353 of the Adult Education Act was the primary source of support for staff development activities. Four main types of adult education training providers were: state-supported training centers and projects, four-year colleges and universities, local or regional agencies, and professional organizations. Many states and programs relied on multiple training formats, although single-session workshops or conferences were used most frequently. Three key practices of effective staff development were identified: developing ownership in training, designing instruction, and addressing concerns of teachers and volunteer instructors. The optimal content of training was determined to include both subject matter content and pedagogical/andragogical content. Training materials included teacher-generated, student-generated, and commercial materials. (Appendixes, amounting to approximately one-half of the report, include a 75-item reference list, a list of reports prepared during Phase I, the instruments used, and staff development site summaries.) (YLB)

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STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

PHASE I
TECHNICAL REPORT

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STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

PHASE I TECHNICAL REPORT

February 1992

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We would also like to extend our thanks to staff from the U.S. Department of Education's Office of Vocational and Adult Education for sharing their expertise with us, working with us on the many issues we faced, reviewing drafts of this report as well as other reports, and providing guidance in structuring and presenting the information. Our special thanks to Rich DiCola, the Project Monitor, who is responsible for overseeing this study, and to Joyce Campbell, Mary Seibles, George Spicely, and Jim Parker, who guided us in addressing the issues involved in training adult education teachers and volunteer instructors.

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STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

PHASE I TECHNICAL REPORT

EXECUTIVE SUMMARY

Introduction

The "Study of ABE/ESL Instructor Training Approaches" is a 30-month study designed to provide a comprehensive examination of training for adult basic and English-as-a-second language (ABE and ESL) teachers and volunteer instructors. It was launched by the U.S. Department of Education's Office of Vocational and Adult Education in response to the widespread concern that inadequate training is a major impediment to the effective delivery of adult education services. At best, adult educators may participate in a workshop or two, or attend a single conference or seminar. Usually their participation is voluntary and without compensation.

Compounding concerns about inadequate training for ABE and ESL teachers and volunteer instructors is the lack of research and empirical data to document effective training. This study attempts to bridge some of these gaps, bringing together the scattered pieces of thinking from researchers and practitioners into a more focused and integrated approach to providing effective staff development.

The "Study of ABE/ESL Instructor Training Approaches" is being conducted in two phases. Phase I was designed to provide a systematic examination of the delivery and content of training for ABE and ESL teachers and volunteer instructors. Three primary research activities were conducted in order to obtain the necessary data:

- The collection of extant data on staff development activities and materials in each state;
- A review of the literature and current thinking on the delivery and content of training; and
- Site visits to nine staff development programs to examine elements of effective staff development practices identified through a review of the research literature.

During Phase II of the study, instructional packets for training ABE and ESL teachers and volunteer instructors will be developed and field-tested. Information collected and reported during Phase I is providing the foundation and framework for Phase II activities. A Working Group consisting of nationally-recognized staff development experts are providing substantive guidance in all areas of the study. WG members are Sharon

Crater, Judy Crocker, Hanna Arlene Fingeret, Wayne Haverson, Edward Jones, Bruce Joyce, Patricia Keeton, Marc Potish, and Elaine Shelton.

Phase I Findings

Findings from the first phase of the "Study of ABE/ESL Instructor Training Approaches" are presented in this report: the organization and delivery of training, key elements of effective staff development, and training content and materials. Providing training for adult education teachers and volunteer instructors, however, is particularly difficult within the constraints of the ABE and ESL system. These constraints include:

- Limited financial resources to support instructional services in general and instructor training in particular;
- The predominance of part-time teachers and volunteer instructors which makes it difficult to schedule training services that do not conflict with adult education instructional services or other jobs;
- The high rate of teacher turnover;
- The lack of a unified research base which makes it difficult to develop a systematic and coordinated approach to issues such as teacher training, research, and practice;
- Lack of state certification requirements which reduces the demand for training services; and
- Limited inservice training requirements.

The Organization and Delivery of Training

Staff development is a relative newcomer to the adult education arena. The primary source of support for staff development activities is Section 353 of the Adult Education Act which requires states to set aside a portion of their state grant for special projects, including training. The National Literacy Act has increased this set-aside from 10 to 15 percent of the state grant and requires that two-thirds of each state's Section 353 allotment be spent on training-related activities.

Organizations Providing Training

Nationwide, there are four main types of adult education training providers: state-supported training centers and projects, four-year colleges and universities, local or regional agencies, and professional organizations. Statewide training efforts are becoming an increasingly popular mechanism for delivering adult education instructor training. Although statewide efforts have been criticized as being too generalized, many states have begun to decentralize their training services, even when funding is provided through a state training center.

Training Delivery Formats

Formats for providing staff development for adult education teachers and volunteer instructors include single session workshops, workshop series, conferences, and summer institutes, as well as more nontraditional formats such as self-directed learning, peer coaching, and action research. Many states and programs rely on multiple training formats, although single session workshops or conferences are used most frequently. Single session workshops predominate despite the fact that the literature on effective staff development practices indicates that multiple session approaches which enable practitioners to acquire new concepts and skills, to practice them, and to receive feedback, facilitate the transfer of learning to the classroom.

Elements of Effective Staff Development

Three categories of key practices related to staff development are: developing ownership in training, designing instruction, and addressing the concerns of teachers and volunteer instructors.

Developing Ownership in Training

There are several ways in which program administrators can create an environment for learning that enables adult education teachers and volunteer instructors to feel they are key players in their own professional development. These include systematic needs assessments of participants, involving teachers and volunteer instructors in the decision-making process, creating a professional atmosphere, and actively involving teachers in their own training.

Designing Instruction

Elements of effective staff development related to designing instruction include incorporating theory and research into program delivery, providing opportunities for demonstrating or modeling the practices recommended, providing opportunities for practicing and applying the new instructional techniques or procedures, offering follow-up training, and conducting an evaluation of the training content.

Addressing Concerns of Teachers and Volunteer Instructors

Offering training that is easily accessible to teachers and volunteer instructors and providing it in a manner that is sensitive to their needs is essential to the delivery of an effective staff development program. Two means of accomplishing this are through providing decentralized training and relying on experienced and qualified staff to provide training services.

Training Content and Materials

Determining the optimal content of ABE and ESL instructor and volunteer training is complicated by the lack of a single, accepted theory of adult learning in the United States. Despite diverse theories, the research literature consistently indicates a series of topics that should be covered while providing training for adult educators. Varied materials are used to provide training for adult education teachers and volunteer instructors. The content and format of these materials is generally consistent with how adult education teachers and volunteer instructors are trained.

Training Content

Adult education teachers and volunteers instructors require a combination of skills to make them effective instructors. These skills are related to both subject matter content and pedagogical content. Subject matter content should include training in reading, writing, and mathematics, and for ESL, second language acquisition. There has been a recent emphasis in instruction on meaning and utility as opposed to mechanics, and the application of skills to real-life situations. The content of adult education instructional services has begun to incorporate such topics as problem solving, higher-order thinking skills, and interpersonal relations within basic skills instruction.

There are a number of pedagogical/andragogical areas related specifically to adult learners with which adult education teachers and volunteer instructors need to become familiar. These are: knowledge of adult learners, diagnosis of student needs and ability, identification and teaching of students with learning disabilities, awareness of cultural differences, providing a positive learning environment, offering opportunities for success, providing awareness of student progress, and maintaining appropriate student-teacher interactions.

Training Materials

Materials used for training adult education teachers and volunteer instructors include teacher-generated, student-generated, and commercial materials. The nine study sites relied heavily on teacher-generated materials developed for the content of a specific workshop. These materials are often used in combination with some commercially prepared packages, project-generated materials, journal articles, and student writings.

CHAPTER I

INTRODUCTION

Inadequate preparation of teachers is considered to be one of the primary weaknesses of adult basic education (ABE) and English-as-a-second language (ESL) programs. Most ABE and ESL teachers and volunteer instructors receive little or no training, either in subject matter content or in the process of teaching adults. At best, adult educators may participate in a workshop or two, or attend a single conference or seminar. Usually their participation is voluntary and without compensation. Thus, the challenge for the adult education field is to design a suitable and effective system for training adult education teachers and volunteer instructors within the constraints of the ABE and ESL delivery system. These constraints include limited financial resources to support instructional services in general and instructor training in particular, the part-time nature of the ABE and ESL delivery system, and the predominance of part-time teachers and volunteer instructors.

Overview of the Study

The "Study of ABE/ESL Instructor Training Approaches" is designed to provide a comprehensive examination of training programs for ABE and ESL teachers and volunteer instructors. The 30-month study was launched in response to a number of critical needs identified in the area of training for adult educators and prompted by concerns that the inadequate training of adult education teachers and volunteer instructors is a major hurdle to the effective delivery of adult education services. Compounding this concern is the lack of research studies and empirical data to document effective training of adult educators. This study attempts to bridge some of these gaps, bringing together the scattered pieces of thinking from researchers and practitioners into a more focused and integrated approach to providing effective training services for their instructional staff.

The study is being conducted in two phases. Phase I, which covered a 12-month period, has involved a review of current staff development activities and practices and an examination of effective staff development practices. Phase II, which will last 18 months, focuses on the development and dissemination of instructional packets for training ABE and ESL teachers and volunteer instructors. A Working Group (WG) consisting of nationally-recognized experts in staff development is providing substantive guidance in all areas of the study. WG members are:

- Sharon Crater
- Judy Crocker
- Hanna Arlene Fingeret
- Wayne Haverson
- Edward Jones
- Bruce Joyce
- Patricia Keeton
- Marc Potish
- Elaine Shelton

Phase I Research Activities

Phase I of the "Study of ABE/ESL Instructor Training Approaches" was designed to conduct a systematic examination of the delivery and content of training for ABE and ESL teachers and volunteer instructors. This report is the culmination of several major activities completed during the first phase:

- The collection of extant data on staff development activities and materials in each state;
- A review of the literature and current thinking on the delivery and content of training; and
- Site visits to state and local training programs, with an accompanying descriptive report on the programs and key elements of successful programs.

Appendix A lists the reports prepared for the Department of Education during Phase I of this study. Information presented in this report provides a foundation for the instructional packets to train adult education teachers and volunteer instructors that will be developed during the study's second phase.

Collection of Extant Data on State Staff Development Activities

Profiles of each state's major training activities for ABE and ESL teacher and volunteer instructors funded through Section 353 of the Adult Education Act and other Federal, state, and local sources were prepared.[1] The profiles were developed primarily from extant data about ABE and ESL training activities. Sources of information included:

- Office of Vocational and Adult Education files describing training activities funded through Section 353 of the Adult Education Act;
- State reports and descriptions requested from state directors of adult education and state staff responsible for Section 353 funded activities; and
- Reports and descriptions of training activities requested from directors of training programs.

Each state profile contains general program information, including the number of ABE and ESL participants; Federal, state, and local expenditures for adult education; number of adult education teachers and volunteers; and state credentials required for adult education teachers. Each profile also includes a list of training activities and their funding levels from Section 353 and other Federal, state, and local sources; and descriptions of the content of these training activities and the number of individuals trained. Training activities funded by local projects are generally not included in the profiles.

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[1] See Kutner et al., *State Profiles Report.* Washington, D.C.: Pelavin Associates, Inc., 1991.

In addition to being presented as a stand alone document (see Kutner et al., 1991), information from the state profiles informed subsequent study activities including a report on the delivery and content of staff development (see Tibbetts et al., 1991), and the selection of staff development programs for site visits (see Sherman et al., 1991). In addition, information from the state profiles is being used to identify materials that can inform the development of instructional packets for training ABE and ESL teachers and volunteer instructors during this study's second phase.

Review of the Delivery and Content of Training

Drawing on information from the state profiles and research literature on staff development, the delivery and content of ABE and ESL teacher and volunteer instructor training were examined.[2] Topics examined included:

- Factors that influence ABE and ESL training;
- Characteristics of ABE and ESL teachers and volunteer instructors and state training requirements;
- Patterns for the delivery of training, including types of organizations that provide training, types of training services, and training delivery formats;
- Evaluation of training services; and
- Content areas for teacher and volunteer instructor training, including subject-matter knowledge and pedagogical content.

The information was presented as a stand alone report (see Tibbetts et al., 1991) and also informed subsequent study activities, including the site visits to staff development programs and recommendations for developing instructional packets to train adult education teachers and volunteer instructors.

Site Visits to Staff Development Programs

The third major activity in Phase I involved site visits to nine staff development programs identified as providing successful training services. The objective of these site visits was to examine elements of effective staff development practices that were identified through a review of the research literature in order to provide information to policymakers and practitioners interested in these practices.[3] Five primary research questions guided the collection and analysis of data from the site visits:

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[2] Tibbetts et al., *The Delivery and Content of Training for ABE and ESL Teachers and Volunteer Instructors.* Washington, D.C.: Pelavin Associates, Inc., 1991.

1. How are training programs administered and operated?
2. How are training activities developed?
3. How are teachers and volunteer instructors involved in the training process?
4. What is the content of the training?
5. What elements of the program make the training effective?

Site identification. Since empirical data to document or verify that a program has provided effective training services are not available, an alternative approach for selecting sites was developed. The first step was to review the research literature about successful K-12 staff development programs and identify components associated with successful training programs. Components identified through this process were: (1) systematic assessment of staff development needs; (2) involvement of teachers and volunteer instructors in planning and decisionmaking; (3) availability of up-to-date information in providing training; and (4) follow-up of training activities. The next step was to identify adult education training programs with these components. Specifically, programs were screened for various types of needs assessments, the use of innovative and learner-centered instructional practices, the use of educational theory and current research as a context for learning, and systematic follow-up of training.

Sources of information used to identify possible sites were:

- Information collected in preparing profiles of each state's major ABE and ESL staff development activities; and
- Nominations submitted by state adult education directors and directors of Section 353 projects, WG members, and other staff development experts, practitioners, and researchers.[4]

Information requested from each nominated program included: project director name, type of training services provided, target training population, training materials used, methods to determine training needs, program follow-up, and reasons why the program is successful.

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[3] See Sherman et al., *Key Elements of Effective Staff Development for Adult Education Teachers and Volunteer Instructors.* Washington, D.C.: Pelavin Associates, Inc., 1991.

[4] Organizations and individuals contacted to identify successful staff development projects are presented in Appendix B. Appendix C contains a sample site nomination form.

Site selection. Forty-eight training programs were nominated as potential sites. Information from the nomination forms was compared with the K-12 staff development literature about elements associated with successful programs. In addition, the nomination forms were reviewed to determine the types of training materials used. After the nominations were narrowed to approximately 30 training institutions, we contacted program directors by telephone to obtain additional extant background information including: descriptions of training services offered, copies of needs assessments and evaluations of services, size of the program (number of participants and number of training staff), the length of time the program has been in operation, and a schedule of training activities for Spring 1991.

Data on these programs were provided to the Office of Vocational and Adult Education (OVAE) and to WG members for their comments. Nine sites were then selected after consulting with OVAE and the WG. As Exhibit I indicates, the nine programs represent a variation along the following dimensions:

- State and locally focused services;
- Training for new and experienced teachers and volunteer instructors;
- ABE and ESL training programs; and
- Teacher and volunteer training programs.

Site selection was dependent on the availability of training in April, May, and June, when the field visits were scheduled.

Site visit components. Each site visit had three components: interviews, observations, and focus groups. Interviews were conducted with the program director and other administrators responsible for program implementation or training. The interviews provided us with an overview of the program including information on funding and administration, the delivery and content of services, and program challenges and key elements. In addition, at least two trainers who provided staff development activities were interviewed. These interviews provided a more in-depth perspective on the specific elements of the training. Protocols are presented in Appendix D.

Brief observations of training sessions were conducted at each site to provide a snapshot of how the training was organized and delivered, and to see how training materials were incorporated within the session. The specific session observed was based on the training schedule.

Finally, focus groups were conducted with 83 teachers and/or volunteer instructors who represented participants trained at each site. A focus group is a market research technique that involves a two-hour discussion led by a moderator and recorded in detail by an individual who observes the group. This methodology enables researchers to

EXHIBIT I

Staff Development Study Sites

Training Provider	Grantee	Service Area	Types of Service
Adult Basic Literacy Educators Network (ABLE), WA	Seattle Central Community College	Statewide	ABE and ESL teachers and volunteer instructors
Adult Community Education Network (ACE), DE	Delaware Technical and Community College	Statewide	ABE and ESL teachers and volunteer instructors
ESL Teacher Training Institute, CA	Association of California School Administrators	Statewide	ESL teachers
Literacy Training Network (LTN), MN	University of St. Thomas	Statewide	ABE and ESL teachers
Dade County Adult Assessment System (DCAASE), FL	Dade County Public Schools	Local	ESOL teachers
Project Read, CA	San Francisco Public Library	Local	Volunteer instructors
City University of New York (CUNY), NY	City University of New York	Local	ABE and ESL teachers
New Jersey Bureau of Program Development, Evaluation, and Training, NJ	New Jersey Bureau of Development, Evaluation, and Training	Statewide	ABE and ESL teachers
System for Adult Basic Education Support (SABES), MA	World Education	Statewide	ABE and ESL teachers and volunteer instructors

understand what the issues really are by allowing the moderator to probe for underlying attitudes, feelings, and reactions. The purpose of these focus groups was to identify the specific training needs of teachers and volunteer instructors, determine how their training needs were met, and identify key elements of their training program that make it successful. A copy of the focus group moderators guide is presented in Appendix E. Appendix F contains descriptions of focus group participants. Descriptions of staff development at the study sites are presented in Appendix G.

Phase II Research Activities

During Phase II of the "Study of ABE/ESL Instructor Training Approaches" instructional packets for training ABE and ESL teacher and volunteer instructors will be developed and field-tested. The three specific objectives of Phase II are:

- Developing and field-testing instructional packets for training ABE and ESL teachers and volunteer instructors;
- Training instructor teams in using the packets; and
- Disseminating the instructional packets.

Information collected and reported during the first phase of this study provides the foundation and framework for Phase II activities.

Organization of Report

This report consists of four chapters. The remainder of this chapter provides an overview of the context within which adult education staff development is provided, including the Federal funding history and structure, the nature of the adult education delivery system, a profile of ABE and ESL teachers and volunteers, and limitations that affect the format, content, and frequency of training services. Chapter II provides an overview of the different types of training providers, training formats, and levels of training services. Chapter III provides an overview of training content and training materials collected from the field. Chapter IV offers a summary of Phase I findings of the "Study of ABE/ESL Instructor Training Approaches." Appendices contain the following listings and sample interview guides:

- Appendix A lists reports prepared during Phase I of this study;
- Appendix B lists individuals whom we contacted to identify successful training sites;
- Appendix C contains a sample nomination form for selecting sites;

- Appendix D presents protocols used for interviewing site staff;
- Appendix E displays a moderator's guide for conducting focus groups at the sites;
- Appendix F summarizes characteristics of focus group participants;
- Appendix G presents descriptions of staff development at the study sites; and
- Appendix H presents the training materials reviewed.

Overview of the Adult Education System

Since 1966, the Adult Education Act (AEA) has been the principal mechanism through which the Federal Government supports basic skills instruction for adults. The largest program authorized by the AEA is a state grants program which supports ABE and ESL services for adults whose skill levels are below the eighth grade. These funds are distributed by the states to local grantees which include school districts, community colleges, and community-based organizations. ABE and ESL services supported with these funds are typically provided on a part-time basis in the afternoon or evening. Classes are generally organized on an open-entry, open-exit basis.

Federal Support of Training

In 1969, three years after the AEA was passed, the Federal Government began to support systematic efforts to train adult education teachers by funding short-term regional training institutes. The AEA was amended in 1974 to require that at least 15 percent of state funds be used for "special experimental projects and teacher training programs, specifically, staff development programs" (Crocker, 1988, p. 3). In the following year, funding was removed from direct Federal control and allocated to states. Beginning in 1978, the AEA was amended to require not less than 10 percent of state grants be spent for special experimental projects and teacher training programs.

Currently, the Federal Government supports training under Section 353 of the Adult Education Act. The recently enacted National Literacy Act (P.L. 102-73), which reauthorizes the AEA through FY 1995, places greater emphasis on teacher training than in previous authorizations. In its most visible evidence of this increased support, the Act amends Section 353 by increasing from 10 percent to 15 percent the amount of a state's grant that may be used for special projects. It further requires two-thirds of these funds to be spent on teacher training.

The statute targets funding and training efforts to specific teacher and participant populations such as full-time professional adult educators, minority adult educators, and educators of adults with limited English proficiency. In addition, the National Literacy

Act gives priority to training efforts that will prepare teachers "to recognize and more effectively serve illiterate individuals with learning disabilities and those with a reading ability below the fifth grade level." (Section 353(a)).

Another statutory provision that may have a significant impact on training efforts is the establishment of state literacy resource centers in each state. The Act authorizes funds for each state to set up a new resource center or to expand or enhance an existing center. Funds for these centers--authorized at up to $25 million beginning in FY 1992--may be used for a variety of functions, including the following activities related to staff development:

- Improvement and promotion of the "diffusion and adoption" of state-of-the-art teaching methods;
- Training and technical assistance to literacy instructors in reading instruction;
- "Selecting and making the most effective use of state-of-the-art methodologies, instructional materials, and technologies," such as computer-assisted instruction and videos; and
- Encouraging and facilitating training of full-time professional adult educators (Section 356(d)).

How these funds are used will depend on the resources and priorities of each state.

Profiles of Teachers and Volunteer Instructors

Instructional staff at ABE and ESL programs typically consist of part-time teachers and volunteers. ABE and ESL teachers are generally characterized as highly transitory, often isolated, and frequently elementary or secondary teachers working part-time in adult education programs. Volunteer instructors in ABE and ESL programs are typically employed full-time in other positions and, although generally well-educated, are not professional educators or experienced in adult education.

Teachers

The characteristics of adult education teachers vary from state to state depending on geography and the specific populations of adult students. For example, the pool of teachers in large cities, with high concentrations of unemployed, homeless, or minority adults, may contrast with teachers in sparsely populated farm communities in the Midwest or South or in migrant farm communities in California where large ESL populations exist. It appears that adult educators also have a wide range of experiences and qualifications, depending on the needs of individual programs, state and local certification requirements, and the labor force.

While there has been no systematic collection of data on the characteristics of ABE and ESL teachers or volunteers nationwide, a handful of informal studies, limited data collections, and case studies--including data collected for each state's Annual Performance Report which is submitted to OVAE--provide a general profile of this teaching force. The majority of adult education teachers--perhaps as high as 90 percent--are part-time employees who are generally paid on an hourly basis with no benefits (Crocker, 1988; Foster, 1989; Jones, 1987; Harman, 1985; Grede & Friedlander, 1981).

By necessity, most ABE and ESL teachers also work full-time at another job or are homemakers teaching adults when time permits. A large number of adult education teachers teach in secondary or elementary classrooms during the day and adult education classrooms at night (Gadsden, 1988; Fingeret et al., 1985; Young et al., 1980). ABE teachers in Mississippi, for example, were found to be primarily young females who teach full-time in elementary schools (Camperell et al., 1983). Foster (1989) notes that approximately 60 percent are full-time elementary or secondary school teachers.

Volunteer Instructors

The make-up of volunteer instructors has changed considerably over the last decade. Ten years ago, volunteers typically were white females who were not in the work force. Today's volunteer instructors are more likely to be supplementing full-time employment with volunteer work. They also are represented by a higher proportion of young adults and males than in years past. For the most part, they are not professional educators or experienced in adult education.

Volunteers are used extensively in adult education programs, primarily as tutors and more often in local literacy programs operating at beginning (grades 0-4) levels. Almost two-thirds of volunteers in 1988 served as individual tutors in basic literacy ESL classes. Approximately 38 percent served in such supportive roles as administration, outreach and recruitment, teacher aides, counseling, child care, and transportation (OVAE, 1989).

Factors Affecting Training Services

Despite consensus among researchers, practitioners, and policy makers that the lack of training is a problem for the adult education field, the provision of training services is not a simple task. It is complicated by a number of factors and conditions associated with the ABE and ESL system:

- The limited financial resources available for adult education services and training;
- The part-time nature of adult education instructional services;

- Predominance of part-time teachers and volunteer instructors;
- The high rate of teacher turnover;
- The lack of a unified research base;
- The minimal state and local policies and guidelines regarding certification; and
- Limited inservice training requirements.

Limited Financial Resources

As was mentioned previously, the Adult Education Act has been the Federal Government's primary mechanism for helping states and localities address the problem of adult illiteracy. It represents the main source of funding for ABE and ESL instructional services; however, limited funds are generally available in support of adult education services, and even fewer dollars are available for training. In FY 1990 $15.8 million was spent under Section 353 of the Adult Education Act on special projects, ***including teacher and volunteer instructor training.*** With the 1991 reauthorization, this amount will approach $20 million as states are now required to spend two-thirds of the increased Section 353 special projects funding on teacher training. Even with this increase, however, the amount of Federal funds available for training will average less than $3 million per state--a relatively small sum considering the great need for training and the lack of other funding sources to support training activities.

Scheduling of Instructional Services

The nature of the ABE/ESL system, specifically the manner in which instructional services are organized, directly affects the delivery and availability of training services for teachers and volunteer instructors. Adult education programs are organized to be responsive to the needs of participants who usually have not succeeded in traditional education settings; thus, classes typically are offered in the afternoon and evenings. This scheduling accommodates the schedules of students who have jobs, child care or family concerns, and other scheduling considerations. The part-time nature of instructional services also determines the hours in which adult education teachers are employed and accommodates those who either teach in the public schools or have some other day job, especially if they wish to earn extra money or remain involved in adult education. However, this arrangement virtually eliminates a window of time for teachers to participate in training, unless they give up their Saturdays or use vacation time during the summer. In addition, teachers may have difficulty scheduling longer summer training institutes if they work in year-round adult education programs or have another full-time job.

Predominance of Part-Time Teachers and Volunteer Instructors

Given the part-time nature of adult education services, the vast majority of ABE and ESL teachers tend to be part-time employees (Crocker, 1988; Foster, 1989; Jones, 1987; Harman, 1985; Grede & Friedlander, 1981). A survey of ABE teachers found that most states had difficulty even estimating the number of their teachers due to the large number of part-time instructors (*Journal of Reading,* 1980).

As was mentioned earlier, most ABE and ESL teachers typically hold two or more jobs, often working full-time in secondary or elementary classrooms or sharing teaching and homemaking duties (Gadsden, 1988; Fingeret et al., 1985; Young et al., 1980). There are two problems with this situation. First, while full-time elementary and secondary school teachers may be highly educated, they are not necessarily knowledgeable about either adult characteristics that influence learning or teaching procedures that are appropriate for adults. Second, it is extremely difficult to schedule training services that won't conflict with adult education instructional services or the full-time jobs of the teacher. At present, data on the training of ABE volunteer instructors is virtually non-existent. However, as with adult education teachers, it would appear difficult to schedule training services for fully employed volunteer instructors that won't conflict with adult education instructional services or their jobs.

High Rate of Teacher Turnover

Because adult education teaching jobs are generally part-time and do not provide benefits, teachers generally do not make a long-term commitment to adult education programs, and turnover of both teachers and administrators is usually high (Kazemek, 1988; Harman, 1985; Kavale & Lindsay, 1977). This is especially true of ESL teachers who may lack an understanding of second-language learning problems and the needs of a culturally-diverse adult population (Criden, 1979). The high rate of turnover burdens local adult education programs, which must offer introductory training almost continuously.

Lack of a Unified Research Base

The lack of a unified research base also complicates attempts to provide appropriate training for adult education teachers and volunteer instructors, as does the limited funding that is generally available for research activities. Adult education trainers and practitioners must understand and draw on a broad range of social science disciplines to integrate diverse theories that have a bearing on adult education. Theories of adult learning have been drawn from such disciplines as educational and developmental psychology, sociology, cognitive science and cognitive psychology, and sociolinguistics. Often these theories compete with one another. It is therefore difficult to develop a systematic and coordinated approach to issues such as teacher training, research, and practice.

Lack of State Certification Requirements

In general, teachers of adults are required to meet less stringent certification standards than are elementary and secondary education teachers. Whereas many states require five years of college education to certify elementary or secondary teachers, adult education certification requirements are minimal or non-existent (Foster, 1989).

State requirements that adult education teachers be certified generally take the form of certification in elementary or secondary education. Additional methods of ABE certification reported by Cope (1984) are:

- A combination of experience, degree, and/or coursework;
- Credit-based degree plus completion of ABE courses;
- An emergency certificate;
- Endorsement of specialized adult education credit courses; and
- Variations of teaching certificates.

Extant data on certification, obtained for this study from states, support the finding that certification in elementary and secondary education is the primary certification requirement (14 states) in ABE and ESL education. Only 11 states have certification requirements that include special preparation or training in adult education. Twenty-five states do not report any certification requirements (Tibbetts et al., 1991).

Limited Inservice Training Requirements

Inservice training and staff development programs have been suggested as satisfactory alternatives to ABE certification (Cope, 1984). Draper (1986, p. 24) tends to agree with this conclusion and states further: "The certification of teachers does not necessarily result in better teaching or a more sensitive interaction between the teacher and the adult learner." He suggests instead that ongoing staff development become a fundamental part of ABE and ESL programs to ensure that teachers and volunteer instructors are adequately trained. Although state certification requirements for adult education teachers would not ensure a well prepared teaching force, the absence of such requirements probably reduces the demand for training services.

Twelve states require some type of inservice training according to extant data obtained from states. There is, however, no consistent pattern in these training requirements which range from as few as four hours of preservice and four hours of inservice to 50 hours of staff development annually (Tibbetts et al., 1991). Many local ABE and ESL programs require their teachers to receive inservice training when the state does not have such a requirement. Even when there are state inservice requirements, local requirements may exceed those of the state. Collecting data about local program inservice training requirements, however, was beyond the scope of this project.

These factors help to provide a contextual picture of the limited training that is available to adult educators and demonstrate the need for enhanced training efforts. The next two chapters discuss the current status of training, including an overview of the training providers and formats that characterize adult education training programs, and an overview of the content of training and the types of materials used.

CHAPTER II

OVERVIEW OF ORGANIZATION AND DELIVERY OF TRAINING

Training services for adult education teachers and volunteer instructors are provided by state, regional, and local agencies. The primary source of funding for these activities is Section 353 of the Adult Education Act. The organization and delivery of training is influenced by the factors related to ABE and ESL instruction discussed in the previous chapter. Drawing on the research literature, extant data from states and local training programs, and site visits to nine staff development programs, the delivery of training for adult education teachers and volunteer instructors is examined in this chapter from four perspectives:

- The organizations providing training;
- Target audiences for training;
- Training delivery formats; and
- Practices of effective staff development.

Training Providers

Nationwide, there are four main types of adult education instructor training providers:

- State-supported training centers and projects,
- Four-year colleges and universities,
- Local or regional agencies (including adult education programs, community colleges and community-based organizations), and
- Professional organizations.

Existing data offered by states indicate that the majority of adult education training is delivered by the first three types of providers, and that no one of these three types appears to predominate. Instead, most states use some combination of these providers.

State-Supported Training Centers or Projects

Statewide training efforts are becoming an increasingly popular mechanism for delivering training services to adult education teachers and volunteer instructors. Extant data indicates that 21 states currently support training centers or projects for the purpose of providing training for adult education teachers and volunteer instructors. Most of these centers are at least partially supported by Section 353 funds.

Nine of the 21 states that support training centers or projects rely primarily on such entities for training, six use training centers as well as four-year colleges and universities, five rely on state training centers as well as local agencies, and one state employs state training centers, local agencies, and professional organizations.

Six of the training programs visited for this study are statewide programs. Five are operated by agencies that are funded by the state. Delaware Adult Community Education Network is an example of this type of state-supported project.

Adult Community Education (ACE) Network, Delaware

Administrative Structure

- ACE is a statewide staff development project operated jointly by Delaware Technical (DelTech) and Community College and the International Reading Association, and funded mainly by 353 grants.
- The ACE Director works closely with the state adult education supervisor in the State Department of Public Instruction (DPI) to identify and develop potential training topics. State and Federal funding for ACE is channeled through DPI.
- The ACE Director is the primary staff person responsible for organizing and conducting training throughout the state; she also performs a variety of support functions, such as producing an adult education newsletter, to promote the Network and assist teachers.
- Consultants are hired to provide training in their areas of expertise; most consultants are local adult educators.

Service Delivery Structure

- Training is provided at different DelTech campus and local program sites throughout the state in single session training sessions and series of two or three workshops. ACE also coordinates credit for the statewide conference and cosponsors summer classes at the University of Delaware.
- Training needs are assessed formally in an annual teacher survey, post-workshop evaluations, and program administrator meetings, and informally through telephone calls and meetings with local practitioners and adult literacy organizations.

At one of the six statewide projects--New Jersey's Bureau of Program Development, Evaluation, and Training--the SEA itself has major responsibility for training of adult educators.

Bureau of Program Development, Evaluation, and Training, New Jersey

Administrative Structure

- The Bureau is housed in the Division of Adult Education (DAE), a major division of the State Department of Education.
- The Bureau is responsible for all statewide and regional training of adult education instructors in New Jersey.
- The Bureau is administered by a full-time manager, who gives final approval on training and spends one-third of her time performing training-related duties. Three other Bureau staff members have major training responsibilities.
- Consultants provide a significant share of training throughout the state; the Bureau hired more than 50 consultants last year.
- The Bureau also works cooperatively with the DAE and other state-level agencies--such as the Commission on Employment and Training, Department of Human Affairs, and Bureau of Labor Statistics--to provide training.
- The Bureau's dual role of program monitor and trainer for the state enables staff to utilize observations from monitoring visits and incorporate feedback into the planning process for training activities; this duality also provides a unified program for the whole state.

Service Delivery Structure

- The Bureau organizes statewide, regional and local training events in response to needs expressed by adult education programs.
- A variety of training activities are sponsored by the Bureau, including:
    - Annual statewide orientation for new teachers
    - Subject-specific regional training
    - Sharing sessions for teachers in the same programs
    - Annual summer institute
    - On-site training, provided on occasion at the request of local programs

Limitations to Statewide Training Centers

Several criticisms of statewide training have been suggested by researchers. The most frequently voiced criticism is that statewide training efforts are too generalized to meet the needs of local practitioners because it is almost impossible to address the distinct concerns of all teachers through centralized workshops. Another constraint of centralized workshops is that most adult education teachers are part-time and often hold other jobs; thus they cannot be expected to travel across the state for a training workshop. Furthermore, it is not always cost effective for the training provider to reimburse participants for mileage, and perhaps board, to attend a workshop.

State-level organizations aware of these criticisms have begun to decentralize their training services. The data we collected showed that in all states using training centers, there appear to be efforts to deliver training on statewide, regional, and local bases. Many states, particularly the larger ones, support multiple centers and sites to focus on local and regional staff development needs. For example, Illinois sponsors three regional Adult Education Service Centers and one statewide ESL Service Center. The Centers may be operated by local education agencies, consortia of agencies, or institutions of higher education, and each is responsible for staff development activities at the local and regional levels.

We also found decentralization to be characteristic of the statewide programs selected for our study. In each of the study's six statewide training programs--Adult Basic Literacy Educators Network (ABLE), Adult Community Education Network (ACE), ESL Teacher Training Institute, Literacy Training Network (LTN), New Jersey Bureau of Program Development, Evaluation, and Training, and System for Adult Basic Education Support (SABES)--training was provided on a regional or local level.

- The LTN holds spring and fall workshops in each of the state's seven training regions. The workshops are planned and organized by the regional coordinator, who serves as a link between the training facilitators and their region, the LTN, and the Minnesota Department of Education.

- The ESL Institute holds spring and fall workshops in each of the state's six training regions. It also provides a limited amount of training at the individual district or agency level. In such cases, the Institute either contracts with the district to provide training based on local district needs, or training is provided in-house through ESL Institute-certified instructors in the specific ESL technique requested.

- The ABLE Network holds three training workshops--ABE, ESL, and GED--in each of the state's four training regions.

The System for Adult Basic Education Support provides another model for decentralized training.

Four-Year Colleges or Universities

Our collection of extant data indicates that 22 states use four-year colleges or universities as a major source of adult education teacher and volunteer instructor training. In approximately one-third of these states, these institutions are the primary training agencies, while in the remaining states they are used in combination with a state training center, local agencies, or in one case, with professional organizations. Eleven of these 22 states report that the organizations are contracted to deliver various forms of

System for Adult Basic Education Support (SABES), Massachusetts

Administrative Structure

- SABES is a statewide developmental project to strengthen and expand adult education programs in Massachusetts. Staff development is one of four components; other program components include program development, a clearinghouse, and research and design.
- SABES is administered by a Central Resource Center and five Regional Support Centers, each receiving Section 353 funds under a separate contract with the State Department of Education.
- The Bureau of Adult Education works with the resource centers in developing the structure and establishing priorities for SABES training efforts.

Service Delivery Structure

- Each Regional Support Center employs a full-time coordinator and hires consultants to conduct training for instructors in its region.
- Regional coordinators work with local practitioners to develop a menu of activities that address the specific needs of their region.
- Workshops are held on-site or regionally.
- Staff development facilitator training is being pilot tested in 14 local programs. SABES staff are training local practitioners to be able to work with their local programs to strengthen the delivery and content of their training. This will help build the capacity of local programs to conduct training and to participate in the planning process for staff development in their regions.
- Needs assessment is determined regionally to accommodate the diverse needs of each region.

training including summer institutes, noncredit courses, or workshops. An example of a university training provider is the City University of New York, one of the programs visited during Phase I of this study.

Eleven states report that masters programs in adult education are offered by colleges or universities. However, since few states require that adult education instructors receive formal training, some sources suggest that many of these graduate programs and courses are designed for administrative careers in adult education, and only a few offer adult education instructor training certificates (Parker, 1987; Ingham & Hawks, 1981). These graduate programs tend to focus on administrative and planning skills. In addition, few four-year colleges and universities are well-staffed by teacher training faculty who have extensive knowledge of adult education (Cranney & Hollingsworth, 1986).

City University of New York, New York City

Administrative Structure

- CUNY's ABE and ESL programs are administered by the central Office of Academic Affairs, Division of Adult and Continuing Affairs; however, each of CUNY's 14 campuses has substantial autonomy. The campus program manager has overall administrative, instructional, and supervisory responsibility at each campus.

Service Delivery Structure

- ABE and ESL staff development specialists from the central university office provide on-site training and technical assistance to each campus.
- Instructors have access to staff development activities sponsored by the central office (inservice or graduate level courses) or by individual campuses.
- University visibility enables CUNY to coordinate with other local literacy providers to develop training materials and offer some joint training activities.
- Teachers have access to a variety of staff development events through these different sources--campus-based activities, activities sponsored by the CUNY central office; city-wide, state, and national conferences. These activities include ongoing demonstration classes, formal and informal classroom observations, staff meetings, distinguished speaker series, and curriculum development projects.

Local or Regional Agencies

Local and regional agencies, including adult education programs, community colleges, community-based organizations, and libraries, represent a third major deliverer of adult education instructor training. According to data we collected from the states, 25 states support local or regional agencies to provide training activities for adult education teachers and volunteer instructors.

Many of the states that employ local or regional agencies for training also call upon other types of providers to train adult education teachers and volunteer instructors. Of the 25 states relying on local or regional agencies for training, 11 rely primarily on such agencies, eight use a combination of these agencies and four-year colleges and universities, five employ local or regional agencies and state training centers, and one relies upon a combination of local and regional agencies, state training centers, and professional organizations. Other sources also indicate that many local or regional agencies, especially adult education programs, have developed their own training programs for teachers and volunteers (Fellenz & Conti, 1985; Jones & Lowe, 1985). The Dade County Adult Assessment system for ESOL, in Florida, represents a local school district providing training services to adult education ESOL teachers.

Dade County Adult Assessment System for ESOL (DCAASE), Miami, Florida

Administrative Structure

- DCAASE operates within the Dade County Public School system's Office of Vocational, Adult, Career and Community Education.
- The DCAASE Council is the primary decision-making body for adult ESOL in Dade County; its decisions must be approved by the executive director of the county's Division of Adult and Community Education.
- DCAASE Council membership includes teachers, ESOL coordinators, and other school-based administrators who represent each of the county's 25 adult education centers.
- At least one DCAASE representative is available for consultation or technical assistance at each adult education center.

Service Delivery Structure

- DCAASE Council created an internal teacher training system that provides teachers with two primary resources: (1) Council members who are trained in the competency-based curriculum that the county wants to implement and (2) an experienced ESL training specialist who works in the county.
- Most inservice training is provided on an as-needed basis by request of local adult education centers.
- Additional training is provided through a state-funded Teacher Education Center; this training helps teachers meet recertification requirements and complies with a state mandate to address the needs of limited English proficient individuals.

Professional Organizations

National organizations of adult education practitioners, regional affiliates, and state-level affiliates also play a significant role in delivering adult education instructor training to their members throughout the nation. Among those organizations are the American Association for Adult and Continuing Education (AAACE), the Adult Basic Education Commission of AAACE (COABE), Teachers of English to Speakers of Other Languages (TESOL), and the National Alliance of Community-Based Organizations (NACBO). These organizations typically sponsor annual national conferences, special institutes, publications, and other dissemination activities that represent an important source of ongoing professional development for adult education instructors. Many of these national organizations also have regional or state-level affiliates which provide similar professional services to specific geographical regions.

Extant data reveal that five states contract with professional organizations to provide specifically-focused adult education instructor staff development services. Three of the five states rely primarily on professional organizations for adult education instructor staff development, one employs both professional organizations and four-year college and universities, and one relies on a combination of professional organizations, four-year colleges and universities, and state training centers.

Target Audiences of Training Services

Our study findings have identified three distinct populations for training services: teachers, teacher trainers, and volunteer instructors. These populations are discussed below.

Teachers

Training for adult education teachers differs considerably from that provided for elementary and secondary teachers. For the latter, training is provided through both preservice and inservice delivery systems. Preservice education refers to the activities that occur before an individual enters the classroom and is the primary form of training. To be eligible to teach in public schools teachers must receive preservice training through institutions of higher education.

In adult education, however, formal preservice training is virtually non-existent. Few institutions of higher education offer a teaching degree or certificate prior to engaging in adult education instruction. This is due, in part, to the lack of certification requirements in many states and the part-time nature of adult education teaching. When we discuss training for adult education teachers, therefore, we do not focus on a preservice/inservice delivery system but rather on inservice training for new teachers and experienced teachers.

In the absence of formal preservice training, inservice training becomes a particularly important vehicle in the delivery of services to train new adult educators. It becomes increasingly more so because of the high turnover rates among adult education teachers and the continual influx of new teachers. To address the need to orient new teachers to the field and enhance their understanding of the adult education system, some training providers differentiate training for new and experienced teachers. This may be accomplished by providing different levels of training through which the adult educator can advance once he or she gains more experience. The Literacy Training Network provides an example from our study of the manner in which training organizations differentiate levels of training.

Other study sites including the ESL Institute, New Jersey, and SABES also provide training for new and experienced teachers.

Literacy Training Network, Minnesota

Differentiated Levels of Training

- LTN and Minnesota Department of Education developed three sequential levels of training--A, B, and C--to standardize professional practices and provide structure for ongoing training of ABE trainers/training facilitators. Adult education teachers advance through levels acquiring more in-depth skills in each area.
  - Level A is an orientation and overview of ABE for new instructors; completion is prerequisite to register for three-and-a-half-week Summer Intensive workshops.
  - Level B is for more experienced instructors; training focuses on individual application of knowledge, skills, and attitudes. Completion is prerequisite for becoming training facilitator.
  - Level C is for experienced instructors interested in lifelong learning opportunities. Training focuses on developing skills in specialized areas for personal interest and professional growth.
  - After being trained through Level A and a Summer Intensive workshop, teachers are considered ready to facilitate training at future Summer Intensives and biannual regional workshops.

- The ESL Institute developed 12 training modules for new teachers that are divided into two major categories--Competency Based Classroom Management Module and specific ESL Technique modules. Each module requires four sequenced half-day sessions, approximately three to four weeks apart. The same modules can be used for experienced teachers but are provided over two sequenced half-day sessions.

- New Jersey provides a statewide overnight orientation training for new teachers in addition to the training for experienced teachers.

- SABES offers a 15-hour course for new teachers, delivered regionally, over a series of weeks to allow participants the opportunity to try new methods in their classrooms and discuss them afterwards. This is in addition to the training provided for experienced teachers.

Teacher Trainers

A second target population of training services is experienced adult educators who serve as workshop instructors for training programs. The training of trainers allows training programs to provide services, albeit indirectly, to more teachers and volunteers than if the staff were themselves providing the training. Specialized training also enables the provider organization to have some control over the quality of the training provided and strengthens the capability of localities or regions to conduct their own training. The ESL Teacher Institute has developed a complex and sophisticated process for trainer certification to ensure that trainers are experienced in specific content areas.

ESL Teacher Institute, California

Selection and Training of Trainers

- In response to a shortage of experienced ESL trainers, the Institute developed a complex certification process to ensure that potential trainers could be trained adequately.
- Nomination criteria for trainer candidates:
  - Knowledge/experience: academic background in ESL, minimum three years teaching in adult ESL, experience conducting inservice training
  - Skills: ability to use lesson plans incorporating all components of competency-based ESL, effectively use ESL Institute training techniques
  - Personal traits: communication, leadership, warmth
  - Professional references: colleague or supervisor who has observed nominee's training or teaching
- Certification process
  - Step 1: Complete four-series workshop for training new instructors.
  - Step 2: Complete core training module on competency-based ESL and lesson design.
  - Step 3: Complete two ESL technique modules, submit lesson plan, prepare classroom video, obtain analysis and feedback from content specialists. Must be certified in lesson plan design and two content areas.
  - Step 4: Complete training in facilitation skills at annual colloquium.
- Institute trainers may provide ESL training only in those areas in which they have been certified.

The LTN and SABES also provide training for a special core of instructors who conduct the training activities for adult educators.

- LTN trains approximately 40 experienced adult educators (adult education teachers, lead teachers, administrators, and volunteers) from all over the state as training facilitators. Training facilitators have primary responsibility for identifying, planning, and implementing their own training.
- SABES is in the process of training leaders or "staff development facilitators" at 14 pilot sites to work with their local programs and to help these programs change the delivery and content of their training. The training focuses on the

planning process and developing action plans, regional networking, professional learning, and brainstorming on staff development issues.

Volunteer Instructors

Preservice training for volunteer instructors may be provided by local adult education programs or by local literacy councils affiliated with Laubach Literacy and Literacy Volunteers of America. The literature suggests that the only preparation most volunteers receive is 14 to 20 hours of preservice orientation offered through informal meetings, gatherings for group discussions, or lectures, and that adult education programs generally do not have minimum education requirements for volunteers (Foster, 1989). Most volunteers at LLA and LVA programs receive between 12 and 18 hours of training. In addition, they often receive assistance in using the materials which the local program has recommended (OVAE, 1989).

Inservice training for volunteer instructors appears to be sporadic at best (Foster, 1989). Local adult education programs indicate that they have limited funds to support volunteer inservice training activities and few professional organizations support such training. Project Read provides an example from our study of a local agency providing preservice training to volunteer instructors through the library system.

Training Delivery Formats

Within the constraints of the adult education delivery system, several types of inservice training formats have emerged. Some of these training formats such as single workshops and conferences are considered in the research literature as traditional modes of inservice training, while others such as self-directed learning, peer coaching, and action research are considered more teacher-centered. These latter approaches are discussed in the section on key practices of effective staff development. A review of extant data from state and local programs reveals that states rely on multiple formats of training delivery.

Single Workshops

Single workshops are among the most popular modes of delivering training services. Data collected from the states indicates that single workshops are used in 43 states. Single workshops usually consist of a three- or four-hour session without any follow-up training. The content of such training is usually focused on a specific topic, such as classroom management. ACE and DCAASE are examples from our study that provide single workshops to adult education instructors along with other training formats.

- ACE delivers workshops at local program sites and DelTech campuses throughout the state.

Project Read, San Francisco, California

Administrative Structure

- Project Read is housed in the San Francisco Main Library; the project director reports to the library chief.
- The project maintains informal linkages with other library-based adult literacy programs in the San Francisco Bay area; there are no formal ties to public agencies.
- About half of the project funding is from the city and county's library budget; the remainder is from Federal sources and public and private donations.
- Tutors pay a $20 fee to cover cost of preservice training and materials.

Service Delivery Structure

- Project Read provides preservice training for volunteer tutors. This includes orientation and a sequenced series of four intensive training sessions lasting a total of 20 hours.
- Trainers utilize a set curriculum with handouts. Most workshop materials are developed in-house by tutor trainers.
- A volunteer manager schedules volunteer tutor trainings, matches volunteers with tutees, and provides technical assistance.
- Tutor trainers are paid consultants with experience as adult literacy practitioners and some graduate work in adult education or reading.

Follow-Up/Support Structure for Tutors

- Follow-up activities are offered once a month for tutors. They include one or a combination of the following:
  - Continuing education workshops on selected topics
  - Tutor support groups
  - Social events for tutors
  - "Tutor contacts" phone tutors once a month to monitor tutorial activities
- Tutor trainers are available to answer tutor questions by phone.

- In Dade County, workshops are delivered on an as-needed basis to the County's 25 adult education centers. Local centers request training on one or a combination of topics for a specified amount of time (usually one or two hours), depending on the center's ability to compensate teachers or provide substitute teachers for those attending a session.

Single workshops predominate despite the fact that the literature on effective staff development practices indicates that multiple-session approaches that enable practitioners to acquire new concepts and skills, to practice them, and to receive feedback facilitate the transfer of learning from the workshop to the classroom.

Conferences

Conferences, another example of the traditional "one-shot" staff development training approach, are the second most popular form of delivering training services. According to extant data, conferences are featured in 31 states. Conferences often consist of workshops and plenary sessions on various topics. Four study sites--ACE, the ESL Institute, New Jersey, and CUNY--use conferences in conjunction with their other training activities.

- New Jersey holds a two-day annual conference that is conducted jointly with Pennsylvania.
- ACE coordinates in-service credit for the Delaware Adult and Continuing Education Annual Conference and sits on a conference planning committee.
- The ESL Institute has, upon request, provided training at statewide conferences.
- At CUNY, adult educators have access to city-wide, state, and national conferences in addition to the CUNY-sponsored conferences on special topics.

Workshop Series

Several study sites believe that single workshops do not have a lasting impact on teachers and that for training techniques and concepts to be transferred to the classroom, activities must build on one another. This philosophy is supported by the K-12 staff development literature. Workshop series is a training approach that is more consistent with this philosophy. This approach usually involves a sequenced group of three- or four-hour training sessions with each session drawing upon prior training. The ESL Institute and SABES have adopted this approach and employ multiple-session workshops that include acquisition of new concepts and skills, practice, application, and feedback.

- The ESL Institute provides training through sequenced workshops in a variety of different settings, depending on level of teacher experience, regional or local emphasis, and number of teachers trained. Each workshop consists of at least two sessions, each lasting a half day or full day. This sequencing enables participants to apply the new knowledge in their own classrooms between sessions and to discuss their applications in the follow-up sessions.
- SABES' 15-hour orientation course for new staff employs a study-plan-practice-share-evaluate model to motivate teachers to try out what they have

learned. The course is delivered over a series of weeks to give participants an opportunity to try new methods in their classrooms and discuss them afterwards as a group. SABES also provides mini-courses that allow for an in-depth investigation on a specific topic, usually through a series of four to eight workshops.

Four other study sites--ACE, DCAASE, Project Read, and CUNY--also provide training through workshop series; however they do not include a formal application component.

- At ACE, single workshops are often followed by one or two successive workshops to enhance participants' understanding of the concepts and techniques discussed.
- DCAASE provides training over three consecutive Saturdays through the state-funded Teacher Education Center. These sessions are held at the Florida International University. Teachers are required to attend all three sessions to obtain inservice credit. By the end of the third session participants are required to submit two lesson plans incorporating the theories and techniques discussed in the training.
- Project Read provides a series of four intensive training sessions over a four-. week period. Each workshop builds on information previously taught.
- CUNY provides intensive training through six-hour-per week demonstration classes conducted by the central staff development coordinators--one site for ABE teachers and one for ESL teachers per year. The purpose of these classes is to provide teachers with extended, in-depth opportunities for observing and interacting with a staff development specialist.

Summer Institutes

Summer Institutes generally include full-day training over a period of time (e.g., three days during the summer) and may be followed up by one or more workshops during the year. This type of training was common to the statewide training providers--ABLE, the LTN, and New Jersey--selected for our study.

- ABLE Network offered a two-day Summer Institute in August 1990 for participants from 37 Federally funded ABE programs, SLIAG-funded ESL programs, and Adult Homeless Education programs to introduce the state's Core Competencies. This was followed by three regional workshops--in the fall, winter, and spring--in each of the state's four regions that focused on implementing one of the Core Competencies introduced during the summer.

This sequence of summer and regional workshops provided the opportunity for more in-depth discussion and understanding of the Core Competencies. Teachers selected the specific workshop (ABE, ESL, or GED) that best met their needs.

- The LTN training facilitators provide a three-and-a-half-day Summer Intensive Workshop that generally revolves around a specific theme. "Miniversities" (concurrent sessions) address a range of education issues identified by the adult educators and the Training Facilitators. The Summer Intensive is complemented by two workshops held in each of the state's seven training regions that usually expand upon the theme introduced at the Summer Intensives to allow for further discussion.
- New Jersey conducts a three-day annual Summer Institute that is organized into a number of specialized tracks. The 1991 Institute featured tracks for new ESL teachers, experienced ESL teachers, and directors. The summer institutes are coupled with specific regional workshops held across the state.

University Coursework

Coursework involves a weekly or monthly class that is offered through a four-year college or university. Two projects--ACE and CUNY--provide training opportunities through university courses.

- At ACE, training is provided through subsidized summer classes at the University of Delaware. These summer courses enable teachers to take more in-depth courses at minimal cost, when they have more time available. The courses also fill a void in the state's university offerings for adult educators. In FY 1990, seven one-credit graduate courses were offered, while nine courses were offered in FY 1991.
- CUNY offers graduate courses involving theory, practice, and counseling in adult education.

Key Practices of Effective Staff Development

In this section we discuss key practices of effective staff development which have been identified through our Phase I activities, including a review of the research and site visits to staff development programs. In this report our findings are organized into three broad categories of practices:[1]

- Developing ownership in training;
- Designing instruction; and
- Addressing the concerns of teachers and volunteer instructors.

Developing Ownership in Training

There are several ways in which program administrators can create an environment for learning that enables adult education teachers and volunteer instructors to feel they are key players in their own professional development. These include conducting systematic needs assessments of participants, involving teachers and volunteer instructors in the decision-making process, creating a professional atmosphere, and actively involving teachers in their own training.

Needs Assessments

The research literature indicates that effective staff development programs are based on systematically identified needs, not simply an administrator's vague perceptions of what is required. Assessment of staff development needs should rely heavily, though not entirely, on the perceptions of teachers and volunteer instructors themselves. In other words, the group to be most affected by staff development (teachers and volunteer instructors) should have a strong voice in identifying the needs on which these activities are to be based (a bottom-up as opposed to a top-down approach). On the other hand, since many teachers and volunteer instructors may not have had sufficient breadth of exposure to know exactly what their needs are or what the alternatives are for addressing them, their perceptions are not usually the only information on which decisions are based. Students, employers, administrators, and others should also be tapped as appropriate.

Data pertaining to needs may be gathered in a variety of ways (e.g., interview, survey, and literature review) and usually should be collected from several sources. Needs may also be classified in various ways (e.g., real, perceived, symptomatic). Regardless of how needs are identified and classified, a training program should be based on systematic assessment that represents all of its stakeholders in proportion to their interest and investment (Orlich, 1989; Knowles, 1984; Pennington, 1980; Rubin & Hansen, 1980; Monet, 1977).

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[1] These categories are presented in a somewhat different framework than provided in an earlier report on effective staff development practices (see Sherman et al., 1991). The previous report, designed as a practical guide for policymakers and practitioners interested in providing more effective training services, had two categories of effective practices: (1) the delivery of training services; and (2) the content of training services.

Site visit findings validated the research literature in demonstrating that training programs are effective in delivering services because the content of the training meets the needs of the teachers. For the most part, training content is designed around both formal and informal needs assessments that run the gamut from formal written surveys to informal discussions with teachers. Exhibit II provides an overview of the types of needs assessments used at each of the sites.

Involving Teachers and Volunteer Instructors in Planning and Decision Making

Often teachers and volunteer instructors are expected to participate in workshops and other inservice programs that their supervisors have selected for them. In these instances, their learning may not only be limited, but they are less apt to develop as critical thinkers about their own professional development and to identify and pursue their own learning-for-teaching needs. Teachers and volunteer instructors will derive more from "bottom-up" activities and programs in which they have had major responsibilities for planning, implementing, and evaluating. Furthermore, acceptance of these responsibilities creates ownership and gives individuals a more personal and lasting investment in their own professional growth (Jones & Mosier, 1987; Loucks-Horsley et al., 1987; Practical Applications of Research, 1983; Lawrence, 1982; Knowles, 1980). "Bottom-up" planning and implementation is characteristic of the Literacy Training Network.

Literacy Training Network, Minnesota

"Bottom-Up" Involvement in Planning and Decision Making

Who Is Involved

- Approximately 40 adult education teachers, administrators, and others from literacy organizations were recruited through local program managers and the literacy newsletter to become training facilitators.
- Facilitators are educators who have participated in the orientation for new instructors (Level A) and the Summer Intensive workshop.

How Facilitators Are Involved

- Training facilitators meet quarterly to plan goals, coordinate activities, practice skills to be shared at the local and regional level, determine their training needs, and receive training based on needs identified by the group.
- Training of facilitators is ongoing and designed to help them develop their personal and leadership skills.
- Facilitators plan, design, and conduct three major training activities: Summer Intensive Training, and Fall and Spring Regional workshops.

EXHIBIT II

Types & Sources of Needs Assessments

Training Provider	Teachers	Local Program Administrators	Training Staff
Adult Basic Literacy Educators Network, WA	Survey of teacher participants during summer institute Informal teacher survey during regional workshop	Survey of ABE directors	—
Adult Community Education Network, DE	Annual needs assessment Workshop evaluations Sharing at annual DAACE conference	Bimonthly meetings	—
City University of New York, NY	Staff meetings	Classroom observations Staff meetings	Classroom observations Staff meetings Team teaching Demonstration lessons
Dade County Adult Assessment System for ESOL, FL	Needs assessment form	Requests from individual centers	Trainer recommendations on Facilitator Reports
ESL Teacher Institute, CA	Workshop evaluation forms	—	Trainer comments and observations
Literacy Training Network, MN	Development of checklist of training priorities after meeting of Training Facilitators and local ABE teachers	—	Project Manager site visits and discussions with local ABE instructors
New Jersey Bureau of Program Development, Evaluation, and Training, NJ	Training surveys at beginning of school year Workshop evaluation forms	—	Findings from state monitoring reports
Project Read, CA	Workshop evaluation forms	—	Recommendations of project staff and tutor-training consultants
System for Adult Basic Education Support, MA	Interviews and individual meetings with regional coordinators Biannual open meetings held by regional coordinators Workshop evaluation forms Peer evaluations	Interviews and individual meetings with regional coordinators Biannual open meetings held by regional coordinators	Program visits Review of ABE instructional proposals

Creating a Professional Environment

Just as it is important to have a positive learning environment for the adult learner, it is equally important to have a positive climate for teachers and volunteer instructors to foster growth and change. Such a climate encourages collegiality and collaboration. The administrator is viewed primarily as an instructional leader who encourages experimentation and risk-taking among the teachers whether or not it is successful.

The three Rs--reward, recognition, and respect--are also essential to growth and change. Teachers need to be rewarded (monetarily, release time, and/or advancement) for engaging in staff development. They also need to be recognized for their achievements and respected as professionals. Furthermore, they need time and reinforcement to pursue new learning and to experiment in their classrooms. Without these ingredients staff development is not likely to bring about lasting growth and change for teachers, especially part-timers who are most in need of these supports (Lieberman, 1988; Loucks-Horsley et al., 1987; Mohr & MacLean, 1987; Jones & Lowe, 1982). The LTN training facilitators recognize this and are actively engaged in promoting the professionalism of adult educators.

Actively Involving Teachers in Their Own Training

Several training formats have recently emerged from the K-12 research literature and have also been identified by the study sites as being effective in fostering professional development and growth. These training formats--self-directed learning, peer coaching, and action research--actively involve teachers and volunteer instructors in creating their own training environment.

Self-directed learning. Self-directed learning for adult educators involves the adult education teacher or volunteer instructor determining the areas in which he or she would like to receive training. Although self-directed learning is not mentioned in the existing data we collected from the states, researchers maintain that those concepts should be applied in training adult education teachers and volunteer instructors. This approach is a rational outcome of the development and wide acceptance of the use of self-directed learning for adult learners that has emerged over the past decade or more.

One method of promoting self-directed learning is through special interest groups. Various special interest groups have formed, either under the auspices of professional associations and other organizations, or in response to the initiatives of small teacher groups with common concerns. The Center for Applied Research and Development at George Mason University (CARD), for example, has invited teachers and others to join networks based on their professional roles (one for teachers, another for principals, etc.). Forums have focused on topics of mutual interest. A forum can result from any theme a group of teachers wishes to explore on an ongoing basis (e.g., schools and families, middle school issues, and technology).

Peer coaching. Peer coaching is a training format that emphasizes the concept of "teachers teaching teachers." It is based on the assumption that in order to implement a new skill effectively, a teacher must be exposed to repeated demonstrations while in training and, eventually, repeated opportunities to practice in a supportive environment. Only in this manner, according to Joyce and Showers (1984), will teachers acquire the "intellectual scaffolding" necessary to use appropriately and effectively the skills or knowledge learned. Peer coaching programs in follow-up to workshops and training sessions have proven effective not only in helping teachers master particular skills but in providing the support systems necessary to facilitate transfer from the training setting to the classroom.

Project administrators at the study sites have encouraged peer coaching among practitioners:

- LTN training facilitators serve as peer coaches for adult educators in their region.
- The ABLE Network has trained teachers in peer coaching.
- CUNY teachers are encouraged to learn from one another by observing their peers' classrooms and to seek feedback from training staff who observe them.

Action research. Another promising delivery approach for adult education instructor training that is being discussed in the literature of K-12 staff development is in the area of action research, which focuses on the "teacher as researcher." Through action research, teachers identify questions that interest them and plan for and conduct systematic inquiry in their own teaching environments as they work with their own students. They keep careful records of their observations for specified periods pertaining to the progress of particular learners using particular materials, or in response to particular strategies or innovations. The information and insights gathered through this process are used by teacher-researchers to improve their own practice and/or to share with others. Training through SABES promotes teacher research projects and the action research concept as a vital part of their staff development process.

Designing Instruction

The K-12 staff development research literature and visits to our study sites identify key components of effective instruction that should be considered when designing training. These components include incorporating theory and research into program delivery, providing opportunities for demonstrating or modeling the practices recommended; providing opportunities for practicing and applying the new instructional techniques or procedures, offering follow-up training, and conducting an evaluation.

System for Adult Basic Education Support (SABES), Massachusetts

Action Research

- SABES follows a systematic six-step process for organizing teacher research projects: (1) **learning how to look at the classroom** (e.g., keeping a journal, talking to other practitioners, seeing what is possible); (2) **forming a research question** that is interesting, focused, and small enough given a teacher's time and resource constraints; (3) **creating a research design** (e.g., using quantitative and qualitative methods); (4) **collecting data** (e.g., records, published research, student writing, tests); (5) **analyzing data** (e.g., summaries, graphs, charts); and (6) **sharing results of the research project** (e.g., informally with students and other teachers; formally documented in writing, shared at regional workshops or through SABES clearinghouse).
- Teachers informally gather into a study circle that over time investigates a topic of interest and creates their own learning experiences. The group decides where and how often to meet.

Incorporating Theory and Research into Program Delivery

Effective staff development programs need to include theoretical background and, where possible, applied research findings regarding the practices being fostered. This type of information supports the need for a given practice, its effect on students, and the constructs upon which the practice is based. The ESL Institute recognized this need after an evaluation of the training program was conducted in 1985. The evaluators noted through observations that teachers were stronger on practical application than on theory. Teachers knew the specific techniques, but were not necessarily employing that technique with the appropriate level of student. As a result, a theoretical component was added to each training module to enhance teachers' understanding of how to apply the specific techniques. Similarly, training observed through the Dade County Adult Assessment System for ESOL integrated theory into the training workshops by linking the implementation of the ESOL curriculum with understanding Freirean principles of classroom management and cooperative learning.

It is important for the content of staff development programs to be consistent with appropriate knowledge bases. For example, when reading instruction is provided, are the resource people familiar with what is known about how individuals process print? During several training sessions we observed, research literature provided a context for the specific subject matter content or technique being taught. Journal articles and summaries were distributed during the workshops or were part of the training module itself. Training administrators and staff request theoretical and research-based foundations: "so we don't have to teach in a vacuum," as one individual noted.

Demonstrating or Modeling Practices

Training programs should provide demonstrations or modeling of the practices being recommended. Demonstration helps to "lock in" the concepts being taught and to make concrete the application of theory to practice--especially when such application is explicitly linked to theory and research as it is demonstrated. Training participants at the study sites noted that they learned new skills much more easily when they could see those skills demonstrated. Demonstrations can be most effectively and efficiently displayed through a video format. Video demonstrations are the key component of the training modules developed by the ESL Institute. Training participants at the ESL Institute analyze the key elements of the lesson observed in the video using a comprehensive feedback form provided in the lesson plan format.

Video demonstrations have at least two advantages:

- They provide a consistent modeling of the practice and can be viewed numerous times by trainees wanting to reinforce or correct performance; and
- Once filmed, videos are cost effective, convenient, and comfortable for most adults today.

However, there are other demonstration methods that may also be effective. Methods identified by focus group participants are:

- **Modeling by the trainer.** In this approach, the trainer demonstrates the method that the teacher will eventually use in the classroom. The Literacy Training Network believes that modeling enables teachers to best learn the skills required for teaching adult learners.
- **Peer coaching.** This approach, discussed above, enables teachers to observe one another in the classroom and actually learn techniques relevant to their own classroom.
- **Role playing.** This approach helps the teacher understand the student's perspective and enables the teacher to practice new skills immediately, while ideas are still fresh. Role playing can also have a positive effect on a teacher's enthusiasm and willingness to try the skill being taught in the teacher's own classroom.

Practice and Feedback

When learning new instructional techniques or procedures, trainees should first be allowed to practice them in a safe environment with opportunity for positive and constructive feedback. Training sessions provide time for participants to have hands-on learning experiences that they can then adapt to their own classrooms. This is consistent with the research literature that indicates one way to encourage the linkage between staff development and teaching settings may be to prepare actual classroom materials and apply them within inservice sessions (Jones & Lowe, 1990, Joyce & Showers, 1984). Teacher training programs in our study provided opportunities to practice skills that had been demonstrated either through a video or by the trainer. This may involve such activities as writing a journal, developing a lesson plan, or conducting a needs assessment. Participants often work in groups to practice the specific technique. Practice can also occur through simulation and role play.

Application

Practice in a simulated or micro situation such as a training workshop should be followed by supported application in a real situation. The application process can be supported in a variety of ways. Programs offering sequenced workshops link the application process to the skills learned and practiced during an earlier training session. Sequenced workshops provide an opportunity for participants to apply the techniques they learned to their own classrooms. Teachers prepare lessons and materials based on the techniques or concepts they have just learned and adapt them to their own teaching environments. In the succeeding session, teachers share their experiences with other participants and discuss what actually works and does not work. As discussed earlier, both SABES and the ESL Institute deliver sequenced modules with multiple sessions scheduled several weeks apart.

Application is also supported through peer coaches who are, themselves, learning the new practice. Peer coaches observe one another and together work through problems and solutions until the new practice is comfortable or perfected. They provide the positive support for one another that may encourage each to apply and refine the new practice. Mentors or other support personnel have also been found to be effective. This is especially true if these individuals are not in a position to evaluate or make career decisions that affect the trainee.

Follow-Up

Effective staff development programs should include a follow-up component to enable training participants to refine techniques, provide resolution for problems encountered, and expand instructional repertoires. Follow-up enables training organizations to determine how well teachers have been able to transfer what they have learned in the training environment to actual classroom settings. They also allow the trainer to identify any gaps in the training. As discussed in the previous section, sequenced workshops build in a follow-up component. Training is spaced over time to afford teachers the opportunity to adapt and modify practices to fit their own teaching environments. Sequenced workshops also provide opportunities for sharing and evaluating adaptations and for refining and expanding instructional repertoires.

Follow-up can take other forms as well:

- The ESL Institute requires local administrators to attend a coordinator's workshop if teachers in the local program are attending a new-teachers' workshop. The coordinators' workshop is held just prior to the new-teachers' workshop as a way of encouraging teachers to implement the new techniques in their local programs. These workshops summarize what new teachers will be learning, discuss research about effective staff development, and encourage follow-up activities at the local level.

- Program administrators at the City University of New York engage in formal and informal classroom observations. During informal observations, the program coordinator observes a class for an hour and meets with the teacher later to provide feedback. Formal observations involve having the coordinator examine the content of the lesson plan and techniques used by the teacher, review the teacher's lessons and objectives and pre- and post-tests, and relate the observation to the teacher.

- The LTN conducts periodic on-site observations.

- Project Read volunteer tutors serve as "tutor contacts" and telephone tutors monthly to monitor the tutorial services. These contacts enable tutors to identify areas in which they need follow-up assistance.

Evaluation

Effective evaluation of training that determines what changes resulted in instructional practices is both program effective and cost effective. Although the research literature consistently identifies evaluation as a critical component in the delivery of training services to adult education teachers and volunteer instructors, it is also a weak link (Leahy, 1986; Potish, 1985; Cranney, 1983). Evaluations of staff development programs need to move away from what is largely a "happiness quotient"--What did you like most? What did you like least?--to identify the changes that take place in instructional practices.

Workshop evaluation forms. Workshop evaluation forms provide a vehicle through which training programs solicit feedback from teachers participating in training events. Responses on these forms provide some information about the extent to which the training meets participants' needs. In addition, the responses identify areas in which further training is required. These evaluations, frequently used at the study sites, help staff development programs plan the content of future training.

Forward-looking evaluation. Although not evident in the sites selected for this study, one technique suggested by the research literature for monitoring the impacts of adult education instructor training is the concept of "forward-looking evaluation"

(Fenstermacher & Berliner, 1983). This concept suggests a process through which program planners may increase the chances of success before a program begins by monitoring for the presence of certain design components in the training services (Caldwell, 1989; Fenstermacher & Berliner, 1983; Baden, 1982; Jones & Bolton, 1981).

Addressing the Concerns of Teachers and Volunteer Instructors

Offering training that is easily accessible to teachers and volunteer instructors and providing it in a manner that is sensitive to their needs is essential to the delivery of an effective staff development program. Two means of accomplishing these objectives are to provide decentralized training and to employ an experienced and qualified staff.

Decentralizing Training

Regional training is the approach used by all the statewide training organizations in our study. In Delaware, a small state, the Adult Community Education Network provides training in different locales around the state. Some training is offered at Delaware Technical and Community College, while other training is offered at local program sites. The City University of New York also localizes training by providing on-site training and technical assistance to each of the CUNY campuses.

Administrators and teachers interviewed at the study sites have indicated that a decentralized training approach is key to an effective staff development program. Statewide training organizations in larger states are delivering services through a regional approach. For example, two years ago the Adult Basic Literacy Educators Network in Washington State adopted a system of regional training that divided the state into four training regions. According to one administrator, this change has been beneficial for two reasons: "it is a more cost-effective delivery system since the Network no longer has to reimburse participants for mileage and board, and it has promoted a sense of regional spirit among the instructors. Teachers now feel more 'comfortable' contacting teachers in a nearby locale. This camaraderie has led to an increased sharing of ideas and materials."

Decentralized training is an important service delivery strategy for several reasons: it best meets local program needs, it is more cost effective than paying travel costs for a more centralized training site, it maximizes teacher attendance, and it encourages collegiality and sharing of materials and ideas among teachers.

Relying on Experienced Training Staff

An experienced and qualified training staff is essential for implementing an effective staff development program. Effective trainers have both a firm understanding of subject matter content and the ability to deliver that content in an manner that takes into account the needs of the target audience. Administrators at our study sites believed that their programs were effective because their training staff exhibited the above characteristics. Trainers at the study sites were generally adult education practitioners, directors or employees of provider organizations, and consultants with expertise in specific content areas. Projects often relied on a combination of such training staff.

Adult education practitioners. Adult education practitioners are effective trainers because they bring a unique set of experiences and expertise to the training environment. Such individuals:

- Have first-hand experience in the adult education setting;
- Are sensitive to the needs of teachers and volunteer instructors;
- Are generally accessible to the participants being trained; and
- Possess an expertise in the specific content area for which training is delivered.

This last quality is consistent with the research literature that cites the importance of using trainers who possess an appropriate knowledge base for their particular content area (Jones & Lowe, 1990; Caldwell, 1989; Loucks-Horsley et al., 1987).

Practitioners who became trainers at the study sites were often recommended by their local program directors or regional resource centers, or were integrally involved in curriculum development for adult education. At three sites--the ESL Institute, the LTN, and SABES--they received specialized training to become workshop trainers.

The ABLE Network provides an example of the type of experience adult education practitioners may have to qualify them as trainers.

ACE and Project Read also rely on adult education practitioners as trainers.

- Local adult educators are among the 20 or so consultants hired each year by ACE to conduct training on topics in which they have some expertise. The director collaborates with consultants in planning training practices and provides them with ongoing apprentice-like training. This arrangement reflects the ACE Network goal of training adult educators to be trainers and developing the capability to conduct training from within.
- At Project Read training for volunteer tutors is provided by three consultants, each with extensive experience in the areas of staff development, adult literacy, reading, and adult learning theory. In addition to their tutorial training work for Project Read, most are themselves adult literacy instructors/practitioners with graduate work in adult education or reading.

Adult Basic Literacy Educators Network (ABLE), Washington

Training Staff

- Consultants hired through the Network provide the bulk of its inservice training for ABE and ESL instructors; these consultant trainers are ABE and ESL practitioners who have expertise in a given area.
- Training for the state-mandated Core Competencies for ABE and ESL and the Model Curriculum is conducted by teachers who have had previous involvement in developing or pilot testing the Model Curriculum.
- Fifteen teachers were recruited and trained as part of the ABE Core Competencies implementation team to introduce the ABE competencies and to help teachers develop local action plans for implementing the competencies. Two ESL teachers, one who developed the ESL Model Curriculum and one who pilot-tested the Curriculum, are responsible for conducting training on the ESL Core Competencies.
- Training abilities are evaluated during staff observations of training workshops.
- The trainers meet informally with ABLE administrators to discuss training content and format.

Directors or employees of provider organizations. Staff affiliated with the provider organization also provide an experienced staff of qualified trainers. These individuals are familiar with the program, have often been in direct contact with practitioners, and know the needs of adult educators.

- Four of the staff employed by the Bureau of Program Development, Evaluation, and Training in New Jersey serve as trainers on the project.
- Training is a major responsibility of the project director at ACE, with 85 percent of her time devoted to training activities.
- At CUNY, training is shared by project staff and program coordinators at the individual campuses. The two project staff development coordinators--an ABE and an ESL coordinator--have master's degrees and are specialists in reading and ESL. The other trainers have bachelor's or master's degrees, with varying amounts of experience in training.
- The curriculum and assessment specialist at ABLE is responsible for providing GED training in the Core Competencies and CASAS training.

- The education specialist in the Dade County Public Schools' Office of Vocational, Adult, Career and Community Education provides inservice training for Dade County ESOL teachers. She also provides training for adult education ESOL teachers through the state-funded Teacher Education Center.

- The staff development coordinator and the program specialist/trainer at World Education--a Boston-based literacy organization that serves as the Central Resource Center for SABES--conduct training for SABES.

CHAPTER III

OVERVIEW OF TRAINING CONTENT AND MATERIALS

Determining the optimal content of ABE and ESL instructor and volunteer training is complicated by the lack of a single, accepted theory of adult learning in the United States. Rather, there is a wide range of alternative, and sometimes competing, theoretical constructs of adult learning. The difficulty for trainers and practitioners lies in understanding and drawing from the broad range of social science disciplines to integrate diverse theories that have a bearing upon adult education. For example, there are many adult learning theories that draw upon developmental and educational psychology (Knowles, 1984, 1980; Levinson, 1978; Knox, 1977; Erikson, 1976; Piaget, 1972) that look upon the adult learner as an individual, somewhat absent of social context. Other theories that have a more sociological focus and suggest that adult learning cannot be divorced from the socioeconomic context of learners (Freire 1973, 1970; Mezirow 1981). Cognitive science and cognitive psychology as well as such related fields as sociolinguistics and second language acquisition also offer their own theoretical constructs for understanding adult learners.[1]

Despite these diverse theories, the research literature consistently indicates that training should be responsive to the adult education workforce's lack of experience with teaching adults, and should include instruction that identifies adult learning types and strategies that are different from those of children. Furthermore, training programs need to help practitioners develop sensitivity to, as well as the ability to deal with, the needs of adults with learning deficiencies (Kazemek, 1988; Harman, 1985).

The overview of training content and materials presented in this section is based on the research literature, site visits to nine staff development programs, and a review of training materials used by staff development programs. Two areas of training content are examined: subject matter content and pedagogical/andragogical content. Training materials are examined from three perspectives: format, content, and approach relative to effective staff development practices.

Content of Training

The focus of training programs for adult education teachers and volunteer instructors shifts from time to time, depending upon the perceived training needs, philosophies, and policy directions articulated by funding sources such as state departments of education, and perceptions of shifts in the client population. However, adult education instructors do require a combination of skills to make them effective teachers. These skills are related to knowledge of both subject matter content and the characteristics of adult learners, instructional practices that facilitate learning, classroom management techniques, and the ability to diagnose learner needs.

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[1] A detailed description of adult learning theories is presented in Tibbetts, et al., *The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors.* Washington, D.C.: Pelavin Associates, Inc., 1991.

Subject Matter Content

The primary subject areas in which adult education teachers and volunteer instructors should receive training are reading, writing, and mathematics and, for ESL classes, second language acquisition. Adult education teachers need to understand theories of how adults learn basic skills such as reading, writing, and language acquisition. A Massachusetts teacher who participated in the focus group discussion noted that adults' strategies for learning reading skills are very dissimilar to children's; research also suggests that adults approach learning English as a second language differently than do children.

The K-12 educational experience has offered insight into how teaching can be improved and made more meaningful in adult education programs. In reading, writing, and mathematics in K-12, there has been a movement towards emphasizing meaning and utility rather than simple mechanics, and on the application of skills to real-life situations. This has been coupled with a focus on the development of "higher order" thinking skills, which "go beyond recall and rote learning and allow individuals to generate alternatives, make connections and transformations, analyze, infer, hypothesize, justify, and evaluate" (McTighe, 1986). Included are critical thinking, which refers to the interpretation, analysis, and evaluation of information and creative or inventive thinking, which explores new situations and/or reaches new solutions to old problems. This emphasis is supported in a 1989 study by the American Society for Training and Development that indicated that adults should possess creative thinking and problem-solving skills in addition to skills in reading, writing, and mathematics.

In recent years, the content of adult education instructional services has begun to mirror the changes identified in the K-12 research literature. Programs have begun to incorporate such topics as problem solving, higher order thinking skills, and interpersonal relations within basic skills instruction. Several of the training programs visited in our study focus on developing more analytical skills. The New Jersey Bureau of Program Development, Evaluation, and Training, for example, has identified the development of critical thinking skills as a primary focus in ABE training, and a module developed by the ESL Teacher Institute is concerned with problem solving.

Reading and Writing

In adult education, the debate in reading has been reflected in a skills-oriented developmental approach versus a process-oriented developmental approach. Research studies indicate that both approaches are effective in producing reading gains for some adults (Norman & Malicky, 1984). In writing it has been traditionally assumed, especially in ESL, that there is an appropriate sequence of language acquisition: listening, speaking, reading, and then writing. More recent directions, including whole language approaches, combine all of the above areas as appropriate for individual adult needs and circumstances. Adults, especially, benefit from being able to relate what is being taught to their own experiences and have been less willing than children to move sequentially through language stages.

Increasingly, researchers and practitioners have recognized the connections between reading and writing and the need for "literacy-learning environments" in which students' uses of these skills are integrated and inseparable. Instruction in reading and writing has begun to emphasize the following:

- The use of the student's own language, in part as a vehicle for helping learners understand that literacy exists for construction and communication of meaning, not for the mastery of isolated subskills;
- The effort to draw on the learner's capacity for creative thought, to pay attention to their questions, and to engage reading and writing in the learner's own terms; and
- The teaching of literacy within the contexts of other school subjects such as math or social studies.

Mathematics

Changes in K-12 math instruction have been similar in philosophy and intent. While mastery of multiplication tables and various other basics is still necessary for efficient math performance, mathematics instruction is less computation-focused than in the past. The focus is moving toward real-life applications and the analysis of information required to solve math problems that occur in non-school environments. The ability to "estimate," for example, is a necessity for employees in such white-collar positions as banking, sales, and other office positions that use various computer applications of math. Likewise, the ability to recognize which computations are necessary to resolve real-life problems continues to be a problem for adult learners. The actual skills of adding, subtracting, multiplying, dividing, and the like are less problematical, especially for many ESL students once they have learned English designations of numbers and other terminology.

One study site, the Literacy Training Network in Minnesota, has adopted the philosophy of moving towards a real life application and provides an example of building a math curriculum based around the specific needs of the students. The math that is taught is centered around the situations or problems raised by the adult learners.

Second Language Acquisition Skills for ESL Learners

The literature states that adult ESL teachers should be knowledgeable about three critical issues related to second language acquisition research: (1) the idea of a "critical period" for second language acquisition; (2) access to a "universal grammar" by second language learners; and (3) the "monitor" theory of second language acquisition. These issues are briefly identified below. A more detailed discussion appears in *The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors.*

The idea of a "critical period" for language acquisition implies that it may be necessary for adults to acquire second language skills in a physiologically different, more difficult way than a first language is acquired by children (Klein, 1986; Scovel, 1969; Lennenberg, 1967). The theory of a "universal grammar" grows from the notion that children are born with a language acquisition device (Chomsky, 1965) which, taken together with the input of everyday language the child hears in the early years of life, accounts for the rapid emergence of language (Schacter, 1989).

The "monitor" theory of second language acquisition (Krashen 1985) argues that adult second language learners can gain full access to the universal grammar to acquire a new language. Krashen argues that adult learners gain proficiency in a second language in two ways: subconscious ***acquisition*** and conscious ***learning***. Krashen's work has been relatively widely disseminated in the ESL practitioner community, and his theories are often cited by teachers as the basis for current classroom practice. The "monitor" theory has spawned what is termed "the natural approach" to second language teaching, which places a considerable emphasis on offering comprehensible input to the learner through extensive listening activities in the early stages of second language acquisition, prior to requiring any oral language production on the part of the learner (Krashen, 1985).

Pedagogical/Andragogical Content

Adult education teachers and volunteer instructors should be knowledgeable in certain pedagogical areas or, more specifically, andragogy which refers to the art and science of teaching adults. The andragogical model recognizes the distinct characteristcs of the adult learner and structures learning experiences based on these characteristics.

Research in adult education has identified certain skills and competencies that teachers should acquire in order to provide successful adult learning experiences. Nunes and Halloran (1987) identified eight teachable skills and competencies constituting successful performance of ABE instruction: understanding the adult learner, personal qualities, knowledge of the field, knowledge of teaching techniques, creativity, communication/interpersonal skills, professionalism, and management organization.

The Center for Adult Education at San Francisco State University researched and developed a Teaching Improvement Process (TIP) instrument that identified six categories of teaching skills as necessary for excellence in adult instruction: overall organization of the learning activity, lifeskill competency application, monitoring student performance, teaching to a variety of student learning styles, appropriateness of materials, and classroom grouping strategies.

The skills and competencies in which adult education teachers and volunteer instructors should be knowledgeable are discussed below.

Knowledge of Adult Learning

A major question that arises among adult educators is what is the best way to teach adults? Theories or models of adult learning acknowledge the inherent differences between adult and child learners. The andragogical model of adult learning that is readily accepted by most adult educators is based on the assumptions that as people mature they: (1) become more self-directed; (2) accumulate a reservoir of experience; (3) need to see a relationship between learning and their social roles; and (4) want learning to be problem-centered (instead of subject-centered) and oriented to real-life situations (Knowles, 1984).

Instructors in all sites visited identified critical differences between teaching children and teaching adults and suggested that adult education teachers need training in recognizing and teaching towards those differences. Information about adult motivation, developmental sequence, and differences from children and youth can help teachers of adults select instructional content and methods that are appropriate. It can also help them avoid such embarrassing practices as condescension, scolding, or punishment. Adult students are and should be treated as peers, focus group participants pointed out; to treat these students as though they were in high school could be seen as patronizing. A Florida teacher noted that adult students focus on applying the skills they have learned and so typical secondary subjects such as grammar should be balanced with more immediately useful survival skills. One New Jersey teacher suggested that adults are more attuned to their own educational needs than children and should be consulted on their own learning patterns and needs. In addition to soliciting student input, adult educators need training in recognizing and building upon the adult student's learning style and modality, such as oral, tactile, or visual.

A common theme among the focus groups was the role of the adult education teacher as a counselor. Adult students often have crises involving children, mates, jail, unemployment, or eviction; these problems can impact a student's class attendance and performance. A New Jersey teacher remarked that school is often the most stable part of adult students' life; a teacher who tells them to "walk in, sit down, open your books" is not meeting their needs. Teachers in every focus group felt undertrained in counseling skills, especially listening, interpersonal communications, empathy, sensitivity, and patience. Because adults can be easily embarrassed or ashamed of their literacy skills, teachers need to learn to be especially sensitive.

Diagnosis of Student Needs and Ability

Multilevel class groupings, the mixed-age class groupings, and open-entry, open-exit schedules complicate efforts to diagnose student needs and abilities. It is difficult for teachers to provide a learning environment that takes into account these varied factors. Students enter programs at different times over the course of the year with a broad range of capabilities. Consequently, focus group participants at the study sites frequently suggested that adult education teachers and volunteer instructors receive training in classroom management skills so they can provide effective instruction for students with diverse needs. Teachers and volunteer instructors constantly need to make judgments about students and should receive training in diagnosing adult learning needs (Smith et al., 1979). Teachers and volunteer instructors also must be prepared to determine if participants are placed at the correct instructional level. Among the questions that teachers and volunteer instructors need to ask are: Are participants interested in the content to be presented? Are their learning problems related to learning disabilities, low self-esteem, or physical conditions such as poor eyesight, hearing deficiencies, or the like? What pencil-paper tests are appropriate, if any? Are applied performance measures available? What community resources can help students stay in school or improve performance?

Identification and Teaching of Students with Learning Disabilities

Adult education students are a population with special needs. Very often they have failed in traditional school settings because of previously undiagnosed learning disabilities. One ACE teacher suggested that "most adults who don't read have learning disabilities." Many adult education teachers and volunteer instructors have not received sufficient training to enable them to meet the needs of learning disabled students. According to focus group participants, there are few materials for learning disabled adults; teachers need suggestions on how to locate or develop materials which drill skills repeatedly without forcing the learner to progress to the next level too quickly. Nonetheless, many of these adults return later in life to adult education programs in the belief that learning may be easier the second time around.

If teachers of adults cannot identify the student's learning needs this time, the damage to the student's self-image may be irreparable. Whereas it is probably not feasible for teachers to become clinically proficient, they can be trained to identify those signs of learning disabilities that warrant referral for professional diagnosis. Again knowledge of community resources in this area is essential. Likewise, once students have been diagnosed, they often have to remain in the same classroom. Teachers and volunteer instructors can be trained in techniques of appropriate instruction for individual learning disabilities and for appropriate interpersonal relations.

Awareness of Different Cultures

Adult education teachers, especially ESL teachers, can enhance learning and avoid insulting students if they are aware of cultural beliefs and practices that students hold. Values and beliefs about the family, work, punctuality, the future, and education, for example, will influence ways that individuals respond to educational situations. In addition, learning styles are greatly influenced by cultural beliefs and practices (Freeman, 1989; Kreidler, 1986; Drennan, 1984).

Focus group participants identified cultural awareness as a training need. The adult educator should be aware of differences in cultural background in order to be tolerant of seemingly unusual behavior. A New Jersey teacher pointed out that noisy behavior in the classroom is normal in some cultures, and should not necessarily be interpreted by the teacher as intentionally rude. Awareness of different customs also can help teachers establish rapport with students rather than unintentionally offend them, according to a Massachusetts teacher. Finally, a Florida teacher thought that many international students join ESL classes with the intention of learning about American culture. This acculturation process is facilitated by sensitivity to the student's native culture.

Positive Learning Environment

The primary responsibility for ensuring that a positive learning environment exists lies with the teacher or volunteer instructor who plays the pivotal role in establishing a stimulating and emotionally secure environment (Heath, 1980; Taylor and Associates, 1980, Greenleigh Associates, 1968). Studies consistently describe "good" teachers as showing respect for their students' abilities and knowledge, being patient and understanding, being open to different approaches, emphasizing the positive, and being able to create a supportive learning environment. At several of our study sites the instruction models the techniques teachers are expected to use in their own classrooms. This approach provides participants with first hand experience on how to foster a positive learning environment.

A common theme in adult education is the importance of creating in adult learners a sense that they can succeed and that mechanisms (teachers, programs, etc.) are available to help them achieve success. Studies stress the need for adult learners to have opportunities for success as well as regular and consistent recognition for successes (Wallace et al., 1988; Balmuth, 1987; Knowles, 1980). Early indications of success must be visible and concrete and presented within the first few lessons. Rewards also must be appropriate and help the learner develop realistic expectations (Gadsden, 1988). An approach may begin with highly relevant, meaningful material, such as helping the adult recognize his or her name or address when written; it may include sharing a story or experience that the teacher records. Lessons should be planned to provide the student with every opportunity for successful completion by allowing ample time for practice and consultation.

Focus group participants expressed an interest in learning to plan lessons which motivate students. A Massachusetts teacher focused on the difficult of keeping classes positive and interesting enough to retain the students because many of the students are drop-outs who began class with negative attitudes about school.

Awareness of Progress and Achievement

Immediate and continuous feedback to keep students informed of their progress is considered a key element of successful adult education programs. In short, students need to know how they are doing in the classroom. Studies of ABE dropouts emphasize the importance of immediate and continuous feedback, pointing out that students need to know that they are making progress (Mikulecky, 1982). Without some sense of how they are doing in the classroom, students quickly become discouraged and frustrated.

Research indicates that awareness of progress is essential to continued learning and recommends ongoing evaluations to provide continuous measurement of progress. Verner and Booth (1964) note that such evaluations must be personal rather than competitive so as to enhance the internal motivation of the adult learner. Newman (1980) suggests that charting how a learner progresses toward a goal is an easy and tangible way of keeping the goal before the student.

Instructors participating in the focus groups mentioned the need for training in how to assess students' skills quickly, to avoid losing the student in the early enrollment stage, and accurately, to avoid misplacing the student. Because adult students want frequent formal feedback on their progress towards their goals, teachers also need suggestions for evaluating progress. A Florida teacher suggested training in teaching test-taking strategies, especially for international students such as Haitians, who are not accustomed to taking tests.

ESL Pedagogical Approaches

A review of the field of second-language teaching pedagogy reveals four major approaches to which practitioners have adhered for the past several decades: (1) the grammar translation approach; (2) the audiolingual approach; (3) the communicative approach; and (4) the humanistic/psychological approach. Most ESL teachers need to be skilled in several approaches and be able to use them as appropriate to subject-matter content, student abilities, and interest.[2]

- **The Grammar Translation Approach** emphasizes writing and writing skills with a heavy focus on learning abstract grammatical rules. The development of oral or listening skills is largely ignored (Roberts, 1982).

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[2] A more comprehensive discussion of these approaches is presented in an earlier study report: Tibbetts et al., *The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors*. Washington, D.C.: Pelavin Associates, 1991.

- **The Audiolingual Approach,** developed in the 1960's, shifted the focus of second language teaching to speaking and listening. A major assumption of the approach is that the second language is best learned orally and aurally, with reading and writing serving as reinforcers prior to being treated in their own right as important skills. Classroom activities such as drills, memorization, dialogues, and substitution of language patterns characterize the audiolingual approach.

- **The Communicative Approach,** to some extent a response to audiolingualism, stresses the development of communicative competence as the goal for learners, rather than structurally or grammatically correct responses in the early stages of second language acquisition. Specific classroom methodologies that are employed by teachers who adopt the communicative approach might include listening activities, role playing, problem-solving, total physical response (TPR), pair practice, and contact assignments outside the classroom.

- **The Humanistic/Psychological Approaches** share two assumptions: (1) that the affective aspects of language learning are as important as the cognitive aspects; and (2) that the answers to language-learning problems are more likely to come from psychology than from linguistics. Methodological frameworks characterized as humanistic/psychological include: the ***Silent Way,*** in which sounds of the target language are introduced through use of a color chart and colored rods and in which the teacher remains silent for long periods, forcing students to generate language from previously-learned information; ***Suggestopedia,*** in which new language is presented while students are in a relaxed state; ***Community Language Learning,*** in which a specially-trained counselor-teacher uses shared, task-oriented activities on social and affective language; and ***Palo Fuere Approaches,*** in which highly emotional language content is used to encourage students to address relevant life-problems through problem-posing and other communicative strategies.

ESL teachers participating in the focus groups stressed that ESL teachers need to learn methodologies for teaching grammar, vocabulary, and writing. They also should be proficient in ESL teaching techniques such as total physical response, role play, dialogue, the natural approach, and information-gathering techniques. Finally, an awareness of characteristics of a student's native language enables the teacher to locate potentially problematic areas.

Content of Training for Volunteer Instructors

Since volunteer instructors receive a limited amount of inservice training, the content of their preservice training becomes particularly important. The research suggests that the following topics be included in training for new volunteer instructors:

- An overview of the program and the specific area for which the volunteer is being trained.
- An orientation to the adult learner; how her/his learning may differ from younger learners.
- A discussion of clearly stated program objectives to be met through volunteer assistance.
- Demonstrations and practice of specific activities to be carried out by volunteers in meeting those objectives.
- An introduction to materials volunteers will use; a chance to practice using same.
- Suggestions for games and ideas volunteers can use to enhance adult learning.
- Clarification of the volunteers's role in relation to professional staff.
- Adequate time for discussion (Borden, 1984).

The content of training for volunteer instructors depends on the organizations involved with the training. The two major volunteer instructor organizations are Literacy Volunteers of America (LVA) and Laubach Literacy. Many other adult education programs also use volunteer instructors. Underlying LVA tutoring, and therefore the content of tutor training, is a philosophy of learner-centered education using the whole language approach. Laubach instruction, in contrast, involves phonics. The content of training for volunteer instructors in other programs varies from program to program.

Project Read, one of the study sites, includes a number of these topics in its training program for volunteer instructors. The workshops generally present the following types of information.

Training Materials

A discussion of the materials used to train adult education teachers and volunteer instructors is presented in this section. Three aspects of these materials are examined: format, content, and approach relative to elements of effective staff development. The materials discussed in this section were identified through site visits to nine staff development programs and contacts with state and local staff development programs.

Project Read, San Francisco, California

Workshop Content

- Introduction to the reading process
- Characteristics of adult learners, different learning styles
- Process writing, spelling, and vocabulary
- Listening/speaking
- Finding materials, simplifying them, using readability formulas
- Comprehension strategies/modeling techniques
- Lesson planning
- Demonstration lesson

Format of Site Materials

Materials used for training adult education teachers and volunteer instructors include teacher-generated, student-generated, and commercial materials. The nine study sites relied heavily on teacher-generated materials developed for the content of a specific workshop. These were often used in combination with some commercially prepared packages, project-generated materials, journal articles, and student writings (see Exhibit III).

Below, we describe the types of materials that program sites use in their training activities.

Teacher-Generated Materials

Teacher-generated materials, usually presented in the form of photocopied handouts, were the most frequently used learning materials at the project sites. These materials were used during workshop discussions and could then be adapted by participants to their own classroom situations. Teacher-generated materials are popular with teachers because trainers select them to represent the best of "what works" for other teachers. Given that most teachers at the program sites, and in adult education in general, lack sufficient time or resources to prepare materials, new or innovative materials are eagerly received.

The Adult Basic Literacy Educators Network provided an example of an experienced teacher trainer developing hands-on materials for teaching listening or pronunciation skills and for mind-mapping activities to be used in conducting informal needs assessments. Similarly, at the Dade County Adult Assessment System for ESOL the trainer developed a variety of handouts to help practitioners implement competency-based ESOL instruction. At Project Read an instructor developed a four-part video, "Teaching Adults to Read," which has become part of the program's training workshops.

EXHIBIT III

Content of Study Site Materials

TRAINING PROVIDER	MATERIALS
Adult Basic Literacy Educators Network	Model curriculum Teacher-generated materials
Adult Community Education Network	Trainer-generated materials Videotapes and handouts from other programs Excerpts from research literature
City University of New York	Teacher-generated materials Realia Student writings "Teacher-to-Teacher" video training program "ESL Live" video series for amnesty instruction "Language Competencies Guide" - teaching manual and videotapes "Adult Basic Education: A Teaching Guide"
Dade County Adult Assessment System for ESOL	Specially produced videos English BALSA curriculum guide and statement of philosophy developed by DCAASE Council Realia Excerpts from research literature Teacher-generated materials
ESL Teacher Institute	ESL Institute-developed training modules with video component
Literacy Training Network	Trainer-generated materials Personal inventories (i.e., Myers-Briggs Type Inventory, Firo B) Research literature
Project Read	Trainer-generated materials Four-part video - "Teaching Adults to Read" Text - "Basic Literacy"
New Jersey Bureau of Program Development, Evaluation, and Training	Commercially prepared packages Current research literature Recommended materials from Department of Education ESL curriculum guide
System for Adult Basic Education Support	Teacher-generated materials Realia Orientation curriculum guide Student writings

Project staff work with experienced teachers at the ESL Institute to develop training modules centered around a video demonstration. These training materials, which include competency-based classroom management modules and specific ESL technique modules, form the basis for all training.

Realia

Realia such as newspapers, menus, maps, advertisements, bus schedules, job applications, and grocery bills are used frequently as instructional tools. Realia often serve as hands-on materials that can be used by teachers in their own classrooms. In addition to providing teachers with creative ideas for developing lessons, these real-life examples enable teachers to teach functional skills to adults with low literacy levels or to limited English proficient adults who are learning survival English. The materials also can be used to make the reading and writing process more relevant to adult experiences.

Student-Generated Materials

In at least two sites, City University of New York (CUNY) and System for Adult Basic Education Support (SABES), student-generated materials are used as sources for teaching reading, writing, and the relevance of student experiences. For example, student materials are commonly used to teach the language experience approach, in which students dictate a story to a teacher or tutor, and then read the story back to the teacher. Student writings can be used for a variety of other reasons: preparing lessons, encouraging students to become more actively involved and interested in the learning process, helping teachers understand student background and motivations, developing nontraditional approaches to teaching grammar and creative writing, and encouraging students to be interested in reading and writing for their own sake, not just for functional purposes. At CUNY's York College in Queens, New York, for example, ABE and ESL students compile their own writings into journals that are distributed campus-wide. Teachers are encouraged to foster the writing process among their students to develop a learner-centered focus, recognizing the cultural diversity and individual needs and interests of their students. At two SABES workshops that we observed in Massachusetts, teachers analyzed student writings to enable them to teach writing and grammar and to encourage their students to write about their own experiences.

Research Literature

Trainers often rely on research literature to provide a theoretical framework for instruction. At least five sites reported relying on research as a means of helping teachers apply the techniques they are learning in their own classrooms and keeping abreast of current trends in adult education. At some sites, such as the Literacy Training Network and Adult Community Education Network, trainers provide articles from research journals, while at others, such as the ESL Institute and Dade County Adult Assessment System for ESOL, training modules include brief summaries of the relevant research as it applies to the specific content of the workshop.

Commercially Prepared Materials

At some sites, teacher-generated materials are supplemented by commercially prepared packages or texts. Commercially produced videos are used by the Adult Community Education Network in Delaware, the City University in New York, and the Dade County Adult Assessment System for ESOL. Project Read uses the text Basic Literacy for some of its training. At the Literacy Training Network, where training emphasizes personal growth and development, trainers use personal inventories such as the Myers-Briggs Type Inventory and the Firo B.

The Adult Community Education Network provides an example of a site that utilizes a variety of written and audiovisual materials to respond to the needs of a predominantly part-time teaching force.

Adult Community Education (ACE) Network, Delaware

Training Materials

- Most materials used in training activities are developed or compiled by the trainers.
- The ACE Director has developed training packets on various topics, geared primarily toward ABE teachers. These materials are useful resources for participants because adult educators are not paid for planning time to develop their own materials.
- Training packets generally are composed of a variety of written materials that are used in the training session and for future reference in teachers' classrooms. Examples of the types of materials that are included are: research articles, worksheets, recommended classroom activities, realia, student writings, outlines for demonstration activities, and suggested reading.
- Examples of training packet topics include:
  - Adults with Learning Disabilities
  - New Directions in Reading Comprehension Instruction: Promoting Active Reading Strategies
  - No-Fault Writing Instruction
  - Higher-Order Thinking Skill Instruction
  - Developing Reading Fluency in Adult New Readers
  - Student Goals/Interests: Integrating into Instruction
- Trainers also utilize overhead transparencies and videos during training sessions.

Content of Materials

The materials discussed in this section were obtained through contacts with state and local staff development programs. Although the materials reviewed are not necessarily exhaustive of what is available throughout the country they do include approximately 60 sets of training manuals and handbooks, curriculum guides, modules, instructional strategies notebooks, and videos from more than 20 states. The materials are listed in Appendix H. These resources are designed for a variety of target audiences, including new and experienced volunteer tutors and teachers from ABE and ESL programs. The materials reflect a range not only in their target audiences, but also in their content, type of material, and teaching approaches.

Materials for training adult education teachers and volunteer instructors were reviewed and summarized according to the broad content of training categories discussed earlier in this chapter. These are: management of instruction, basic skills, higher-order thinking skills, learning disabilities, writing, reading, general orientation to adult education, and general resource information.

Management of Instruction

Management of instruction encompasses developing plans for courses and lessons and assessing students initially and continually. These topics were the focus of 11 sets of training materials; however, much of the remaining materials touched upon these subjects briefly.

Planning for instruction. The training materials provide information on developing lesson and course plans that address student learning needs and help build a positive learning environment. These materials recommend using student goals to develop lesson plans, concentrating on competency-based objectives, and encouraging growth of independent learning habits. Some of the materials demonstrate techniques for determining a student's strengths and learning needs: the Virginia Adult Education Services' video, "Student/Teacher Evaluation and Planning Session," proposes individualized planning sessions with each student and "Motivating Adult Learners," a training module of the Colorado Adult Education and Library Service, suggests using interest inventories and similar instruments to determine student needs.

Assessment. Over half of the planning materials discuss assessment techniques and instruments as part of the planning process. However, only one module, Arkansas Education Television Network's "Assessment: Methods and Merits," focuses exclusively on the elements of assessment. This training package describes types of assessment, available instruments, the testing environment, and progress testing.

Basic Skills

Twenty-one sets of training materials on basic skills, including reading, writing, the whole language approach, and ESL, were reviewed. Five of the modules use videos; of these, three are accompanied by print materials. Among materials focusing on basic skills, several recommended content areas are discussed repeatedly: the whole language approach (10 modules), student assessment (eight modules), and knowledge of adult learners (eight modules).

Writing. One module, the Adult Community Education Network's (ACE) "No-Fault Writing Instruction," trains teachers to assess and teach writing skills. Included in the manual are materials for the classroom and journal articles about writing activities.

Reading. The four sets of materials on developing reading skills primarily provide suggestions for teaching activities; the two ACE modules, "Reading Strategies" and "New Directions in Reading Comprehension Instruction: Promoting Active Reading Strategies," support their suggestions with journal articles about the activities. One module, Marion City Schools' "Strategies for Improving Adult Reading Performance," recommends an overall strategy for teaching adult non-readers.

Whole language approach. A total of 18 sets of materials discuss the whole language approach; one video and two print modules concentrate on the topic. In most cases, the language experience method in particular, rather than the whole language approach in general, is the focus.

ESL. Six of the 10 modules for ESL teacher training show a variety of approaches to teaching ESL to adults, including the following: communicative, competency-based, native language emphasis, sheltered English, behaviorist, cognitive, layered learning, language experience, and total physical response. Of the remaining materials, three are supplemental resources--lesson plans, handbooks, etc.--for teachers rather than actual training materials and one--Cleveland Public Schools' "English as a Second Language Trainer's Manual"--is a guideline for ESL trainers to design training sessions. The communicative approach was the recommended training topic which occurred most frequently in the ESL materials (six modules); student assessment was discussed almost as often (five modules).

Higher-Order Thinking Skills

Two sets of materials discuss teaching higher-order thinking skills: ACE's "Higher-Order Thinking Skill Instruction" and the Connecticut Adult Performance Program (CAPP) "Basic Skills Institute--Part 3: Teaching to Transfer." The ACE materials consist of suggested teaching activities, while the CAPP module gives teachers an overview of planning approaches that develop critical thinking and problem solving skills.

Learning Disabilities

Two of the three modules on learning disabilities provide research about learning disabilities and approaches to teaching students with all types of learning disabilities. The third, Gallaudet's "Welcome to the Quiet Life," is an orientation for ABE teachers to teaching deaf and hard of hearing students.

General Orientation Training Materials

System for Adult Basic Education Support (SABES), Mississippi State University, and the Indiana Literacy Resource Center developed orientation training packages for ABE teachers. The Indiana manual concentrates on state-specific information. The SABES and Mississippi State University modules contain more universal topics such as choosing materials, planning lessons, and assessing students. All three sets of orientation materials discuss characteristics of adult learners.

General Resource Materials

Half of the resource materials are handbooks or resource manuals, most of which contain information on characteristics of adult learners and assessment. General resources also include a video table of contents for CUNY's Teacher-to-Teacher 12-part video training program, VACIL's self-training module, two curricula, and assorted research articles and teaching materials.

Volunteer Instructor Training

In addition, we received videotapes, curriculum guides, and resource handbooks for volunteer instructor training from the Commonwealth Literacy Corps in Massachusetts, the Tuscarora Intermediate Unit in Pennsylvania, and the Office of Community College Services in Oregon. Seven of the eight stress a whole language approach to literacy tutoring. Six discuss establishing a positive tutor-learner relationship or learning environment. For example, the Commonwealth Literacy Corps' "ESL Training Video Tape" features a roundtable of ESL tutors discussing planning tutoring sessions to meet the emotional and educational needs of their tutorees. This video, along with Commonwealth Literacy Corps' "ABE Tutor Training Videos," begins and ends with reflections of tutors and learners on the tutoring experience and relationship.

Approach Relative to Effective Staff Development

Elements associated with effective staff development practices were discussed in the previous chapter. In this section the training materials collected are examined in relation to seven elements of effective staff development:

- Systematic, ongoing needs assessment;
- Theoretical background and research that supports practice;
- Demonstration and modeling using concrete examples and step-by-step instructions (through trainer modeling, use of videos, peer coaching, role playing);
- Practice with feedback;

- Application in a real classroom setting with support from peer coaches or mentors;
- Follow-up, including sequential training and oversight by a local project director; and
- Evaluation of the training and its effect on classroom practice.

The written guides and videos used a variety of formats to address these elements in training. Specific approaches used to meet these seven key elements of effective staff development are described below.

Needs Assessment

Twelve training packets recommend needs assessment activities to tailor the training to the participants. Needs assessment can occur in several ways. One approach is to use surveys or telephone calls to participants before a workshop to focus topics, as recommended by Cleveland Public Schools' *English as a Second Language Trainer's Manual.*

Alternatively, trainers might choose to review participants' bases of knowledge at the beginning of a workshop to determine potentially new or problematic topics. Approaches to determining needs include written pretests, pair work, discussion, etc. For example, in three modules from Texas A&I University--*Multilevel ESL, English Language Literacy for Limited English Proficient (LEP) Adults,* and *Citizenship Education*--participants complete short-answer pretests individually and discuss the answers briefly as a group. In the Virginia Adult Education Service's comprehensive training package, *Training Teachers as Counselors in Adult Basic Education,* each session of each module opens with a pre-assessment activity; many are written short-answer or matching tests, while several involve discussing topics or responding to taped scenes. A more interactive approach to assessment is recommended in the Colorado Department of Education module, *Language Experience Approach;* participants respond to questions about the language experience approach in pairs and review the answers as a group.

Theoretical Background and Research

Approximately half (31) of the materials reviewed incorporate theoretical background or research, most often in the form of journal or newsletter articles, discussions of theories and theorists, and explanations of underlying philosophies of particular approaches. Presentation of theory and research serves three functions in the training materials: convincing teachers of the usefulness of a particular approach, explaining the way a method or strategy operates, and enhancing teachers' understanding of how adults learn. For example, in the overview for the Arlington Refugee Education and Employment Program's *Competency Based Teacher Education Workshops in CBE/ESL,* two journal articles explain and encourage teachers to adopt the competency-based approach. This training packet begins with a description of the history and underlying philosophy of competency-based education in the context of applying knowledge of the approach to understanding and meeting the needs of adult learners. In contrast, the Colorado Department of Education's module, *Whole Language and Adult Learners,* describes specific language theories to clarify for workshop participants how adults learn to read.

Demonstration and Modeling

There are several ways to make an abstract concept more concrete: the training materials reviewed most commonly use live or videotaped demonstrations of teaching strategies, peer coaching, and role playing. Of the 23 sets of materials using demonstrations and modeling to reinforce concepts, 11 include videotapes. In five written modules, the trainer models certain techniques and in two modules, the participants coach each other. For example, in the *ABE Curriculum Guide for Training Volunteer Tutors,* developed by the Commonwealth Literacy Corps in Massachusetts, the trainer demonstrates the language experience and whole-word approaches; participants later teach each other related techniques. Finally, role play is used to demonstrate ideas in five sets of materials, including Gallaudet University's *Welcome to the Quiet Life,* in which participants assume the role of deaf adult learners in some activities.

Practice with Feedback

In 12 training modules, participants have an opportunity to practice the approaches they have learned. For example, in the Commonwealth Literacy Corp's *English as a Second Language Curriculum Guide for Training Volunteer Tutors,* participants prepare 10-minute teaching activities and practice teaching fellow workshop participants. Many of the activities involve practice in developing lesson plans that use specific techniques, rather than practice actually using those techniques. Two of the Colorado Department of Education's modules, *Language Experience Approach* and *Whole Language and Adult Learners,* direct participants to form small groups and write lesson plans around techniques just demonstrated.

Supported Application

Although the literature recommends practicing training topics in actual teaching or tutoring situations with the support of the trainer, an administrator, or a peer, only one of the training materials explicitly specifies supported application of training. The curriculum, *Functional Live Skills: Lesson Guides for Competency Based Adult Basic Education,* developed by the Oregon Competency-based Education Task Force, is being tested in pilot sites; training occurs in the teachers' own classrooms. However, several of the follow-up activities involve using skills learned in training in the classroom, and then reporting the results to the trainer or an administrator.

Follow-up

Training can be followed by several types of reinforcing activities, as evident in the 15 modules that include follow-up activities. Participants can, as noted above, use new skills in actual teaching or tutoring situations and discuss their success with trainers or administrators. The Colorado Department of Education modules direct participants to plan methods to incorporate their new knowledge or skills into their lessons. The facilitator or project coordinator later telephones participants to discuss their success in implementing this plan.

Another approach is to provide sequential training sessions that review and build upon skills learned in previous sessions and practiced between meetings. Six training packets, created by Commonwealth Literacy Corps, SABES, Indiana Department of Education, Connecticut Adult Performance Program, Virginia Adult Education Service, and Oregon Office of Community College Services, were designed for multiple training sessions.

Evaluation

The literature recommends post-training evaluations that measure instructional change attributed to the workshop. Although some type of evaluation is included in most of the training materials, very few are more comprehensive than a "happiness quotient"; questions such as "What did you like most/least about this workshop?" and "What would you change?" elicit responses based on emotions at the end of the training session. Few modules suggested a systematic review of the degree of instructional change resulting from the workshop. The *SABES Orientation for New Staff*, a sequential training packet, provides opportunities at later workshops for participants to discuss together their success using ideas from earlier sessions. Similarly, the Commonwealth Literacy Corps conducts daily group discussions to evaluate the strengths and weaknesses of its sequential training programs. The Oregon Office of Community College Services' *Training Effective Literacy Tutors* suggests evaluation activities that test the tutors' application of new knowledge or skills to the tutorial.

Volunteers

In addition to noting effective staff development approaches for ABE instructors in general, we identified several approaches specific to volunteers, including:

- An overview of the program, specific area to be trained for, and program objectives;
- An orientation to the adult learner as distinguished from children;

- Clarification of the volunteer's role in relation to professional staff; and
- Adequate time for discussion.

Each of the training packets reviewed uses at least one of the effective approaches identified above. Specific examples are described below.

Program overview. Seven of the eight volunteer training modules describe the tutoring program. Some, such as the Commonwealth Literacy Corps materials, give a history and describe the objectives of the project.

Adult learner characteristics. Five sets of training materials discuss characteristics of the adult learner. The Commonwealth Literacy Corps module for training ESL tutors compares characteristics of the adult learner to those of younger learners, while the module for ABE tutors discusses adult learner characteristics in the context of developing a holistic learning program.

The volunteer's role. Two modules, Tuscarora Intermediate Unit's *Tutor Training* and the Oregon Office of Community College Services' *Training Effective Literacy Tutors*, describe in detail the volunteer's role. Tutors in the first program sign a contract detailing the duties, qualifications, hours and place of work, and training of a volunteer tutor. The second training packet describes the expectations for and goals of tutors. Activities in the two Commonwealth Literacy Corps curriculum guides review tutor goals, but do not specify the role of the tutor in relation to the program. This topic is discussed briefly in the notes to the trainer.

Discussion. Of the six volunteer training manuals, three explicitly set aside time for discussion. Both Commonwealth Literacy Corps curriculum guides for training incorporate small and whole group discussions in the training programs. The Oregon Office of Community College Services' *Training Effective Literacy Tutors* provides numerous opportunities for discussion, and recommends that trainers use discussion times to help pace the sessions.

CHAPTER IV

SUMMARY OF PHASE I FINDINGS

One of the most critical problems facing the adult education field today is how to provide appropriate training opportunities for adult education teachers and volunteer instructors. Providing training services is complicated by a number of factors and conditions associated with the ABE and ESL system. The part-time nature of the adult education system, especially the predominance of part-time teachers and volunteer instructors, and limited financial resources available for adult education services and training, severely complicates efforts to provide systematic and on-going training activities. A body of adult education research on which to base training services does not exist. Few empirical studies have examined issues associated with adult education instruction and training. Also, state certification requirements for teachers are essentially non-existent. The challenge for the field, therefore, is to develop a suitable training delivery system that provides training on appropriate topics.

The Organization and Delivery of Training

Staff development is a relative newcomer to the adult education arena. The primary source of support for staff development activities is Section 353 of the Adult Education Act which requires states to set aside a portion of their state grant for special projects, including training. The National Literacy Act has increased this set-aside from 10 to 15 percent of the state grant and requires that two-thirds of each state's Section 353 allotment be spent on training-related activities.

Organizations Providing Training

Nationwide, there are four main types of adult education training providers: state supported training centers and projects, four-year colleges and universities, local or regional agencies, and professional organizations. Statewide training efforts are becoming an increasingly popular mechanism for delivering adult education instructor training. Although statewide efforts have been criticized as being too generalized, many states have begun to decentralize their training services, even when funding is provided through a state training center.

Training Delivery Formats

Formats for providing staff development for adult education teachers and volunteer instructors include single session workshops, workshop series, conferences, and summer institutes, as well as more nontraditional formats such as self-directed learning, peer coaching, and action research. Many states and programs rely on multiple training formats, although single session workshops or conferences are used most frequently.

Single session workshops predominate despite the fact that the literature on effective staff development practices indicates that multiple session approaches which enable practitioners to acquire new concepts and skills, to practice them, and to receive feedback, facilitate the transfer of learning to the classroom.

Elements of Effective Staff Development

Three categories of key practices related to staff development are: developing ownership in training, designing instruction, and addressing the concerns of teachers and volunteer instructors.

Developing Ownership in Training

There are several ways in which program administrators can create an environment for learning that enables adult education teachers and volunteer instructors to feel they are key players in their own professional development. These include systematic needs assessments of participants, involving teachers and volunteer instructors in the decision-making process, creating a professional atmosphere, and actively involving teachers in their own training.

Designing Instruction

Elements of effective staff development related to designing instruction include incorporating theory and research into program delivery, providing opportunities for demonstrating or modeling the practices recommended, providing opportunities for practicing and applying the new instructional techniques or procedures, offering follow-up training, and conducting an evaluation of the training content.

Addressing Concerns of Teachers and Volunteer Instructors

Offering training that is easily accessible to teachers and volunteer instructors and providing it in a manner that is sensitive to their needs is essential to the delivery of an effective staff development program. Two means of accomplishing this are through providing decentralized training and relying on experienced and qualified staff to provide training services.

Training Content and Materials

Determining the optimal content of ABE and ESL instructor and volunteer training is complicated by the lack of a single, accepted theory of adult learning in the United States. Despite diverse theories, the research literature consistently indicates a series of topics that should be covered while providing training for adult educators. Varied materials are used to provide training for adult education teachers and volunteer instructors. The content and format of these materials is generally consistent with how adult education teachers and volunteer instructors are trained.

Training Content

Adult education teachers and volunteers instructors require a combination of skills to make them effective instructors. These skills are related to both subject matter content and pedagogical content. Subject matter content should include training in reading, writing, and mathematics, and for ESL, second language acquisition. There has been a recent emphasis in instruction on meaning and utility as opposed to mechanics, and the application of skills to real-life situations. The content of adult education instructional services has begun to incorporate such topics as problem solving, higher-order thinking skills, and interpersonal relations within basic skills instruction.

There are a number of pedagogical areas related specifically to adult learners with which adult education teachers and volunteer instructors need to become familiar. These are: knowledge of adult learners, diagnosis of student needs and ability, identification and teaching of students with learning disabilities, awareness of cultural differences, providing a positive learning environment, offering opportunities for success, providing awareness of student progress, and maintaining appropriate student-teacher interactions.

Training Materials

Materials used for training adult education teachers and volunteer instructors include teacher-generated, student-generated, and commercial materials. The nine study sites relied heavily on teacher-generated materials developed for the content of a specific workshop. These materials were often used in combination with some commercially prepared packages, project-generated materials, journal articles, and student writings.

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APPENDIX A

Reports Prepared During Phase I

TASK C	*The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors.* Tibbetts, John; Kutner, Mark A.; Hemphill, David; and Jones, Edward. Washington, DC: Pelavin Associates, Inc., July 1991.[1]
TASK E	*State Profiles Report.* Kutner, Mark A.; Herman, Rebecca; Stephenson, Ethan; Webb, Lenore; Tibbetts, John; and Klein, Mary. Washington, DC: Pelavin Associates, Inc., February 1991.[1]
TASK I	*Key Elements of Adult Education Teacher and Volunteer Training Programs.* Sherman, Renee; Kutner, Mark A.; Webb, Lenore; and Herman, Rebecca. Washington, DC: Pelavin Associates, Inc., November 1991.[1]
TASK J	*Recommendations for Instructional Packets.* Kutner, Mark A.; Tibbetts, John; Terdy, Dennis; and Herman, Rebecca. Washington, DC: Pelavin Associates, Inc., November 1991.[1]
TASK L	*Phase I Technical Report.* Kutner, Mark A.; Sherman, Renee; Webb, Lenore; Herman, Rebecca; Tibbetts, John; Hemphill, David; Terdy, Dennis; and Jones, Edward. Washington, DC: Pelavin Associates, Inc., February 1992.[1]

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[1] All reports are available through the U.S. Department of Education's Clearinghouse on Adult Education and Literacy, Switzer Building, 400 Maryland Avenue, S.W., Washington, DC 20202-7249, (202) 732-2396.

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APPENDIX C

Site Selection Nomination Form

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

Nominations of Successful Preservice and Inservice Training

Programs for ABE and ESL Teachers and ABE Volunteers

Please return this form by March 14, 1991 to:

Dr. Mark Kutner
Project Director
Pelavin Associates, Inc.
2030 M Street, N.W.
Washington, D.C., 20036

Phone: (202) 785-3308
FAX: (202) 785-0664

Name of Nominator

Organization

Address

Phone Number

Program Nominated

Director

Address

Phone Number

Please answer as many questions about the nominated program as possible.

1. Type of Training Services:

   Preservice training for instructors before they begin teaching ____

   Inservice training for instructors ____

2. Recipients of Training Services:

   ABE teachers ____
   ESL teachers ____
   ABE volunteer instructors ____

3. What type of training materials are used by the program in conducting its training activities?

4. How does the program determine the specific training needs of adult education teachers and volunteer instructors that are served?

5. Does the training program follow-up on its services after the initial training?

6. Why do you believe that this is a successful training program?

APPENDIX D

Project Director and Service Delivery Staff Protocols

TRAINING PROVIDER ______________________________

ADMINISTRATOR ______________________________

TITLE ______________________________

TELEPHONE NUMBER ______________________________

TYPE OF TRAINING PROGRAM ______________________________

DATE ______________________________

INTERVIEWER ______________________________

I. ENVIRONMENT OF TRAINING ACTIVITIES

1. What are the sources of funding that support the training activities?

Federal $ ________
State $ ________
Local $ ________
Fees $ ________ (workshop/conference, etc.)
Other $ ________ (please specify)

2. Has the mix of these funding sources changed over the past few years?
Yes ____ No ____

IF YES, please describe the changes and reasons for these changes.

3. Is this training program part of a larger organization?

(PROBE: State, university, community college, community based organization, etc.)

4. How is this program administered within the larger organization?

(PROBE: Who does program director report to?)

(OBTAIN ORGANIZATIONAL CHART)

5. What kind of support does the program get from the larger organization?

(PROBE: Funds, publicity, technical assistance, other)

6. Does this program have an advisory committee?

Yes _____ No _____

IF YES, what is its purpose? Who is represented on the committee? How often does it meet? What are its major accomplishments?

7. Please describe the nature and level of technical assistance or support your training program receives from other organizations and agencies, including the state office of adult education?

   (PROBE: training materials, consultants for special workshops, other)

II. PROGRAM DESIGN

1. In addition to training, does your organization provide other services related to adult education?

   (PROBE: Newsletter, library, information hotline, other)

   If your program is engaged in other activities, what percent of your time is devoted to training? to related activities?

2. Excluding instructors for the moment, who are the key staff on this project? What are their responsibilities?

   (PROBE: Program coordinators, training coordinator, deputy director, curriculum/materials developer, etc.)

   (OBTAIN STAFFING ORGANIZATION CHART)

3. How long has this staff been associated with the program?

   (PROBE: Reasons why there is or is not any staff turnover)

4. What is the background of the project director and other key staff members, especially in areas related to adult education and training?

   (PROBE: Previous experience, areas of certification)

5. How many instructors and consultants are there in this program?

6. What are the qualifications to be an instructor?

(PROBE: certification, training, previous experience, state and/or local program requirements)

7. What type of ongoing training do the instructors in your program receive?

(PROBE: Content, number of hours, organizations or agencies that provide this training)

8. What is the rate of instructor turnover each year?

(PROBE: Reasons for turnover or no turnover)

9. Do you hire consultants to do any of your training?

Yes _____ No _____

IF YES, what types of training do they provide? How do you decide whom to hire? From where are they hired? Do you generally use the same consultants throughout the year or from year to year?

10. Where are your training services provided?

(PROBE: On site, regional conferences, at ABE/ESL training centers, etc.)

11. Is your staff training provided on or off the instructors' time?

If provided outside their regular work schedule, are they compensated in time or pay?

III. DEVELOPING TRAINING ACTIVITIES

1. What are your program's specific objectives?

   (PROBE: What skill competencies is the program developing? What types of teachers are targeted--new vs. experienced, ABE vs. ESL?)

2. How did the program decide on these objectives?

3. How did you develop the overall design and content of your training program?

(PROBE: Theoretical framework, based on research literature, previous experience with the framework, recommendations from staff development experts, information from other training programs)

4. With whom do you consult when you develop training activities for a given year?

(PROBE: State office of adult education, other training providers)

5. What kind of input does the state or other providers typically offer?

6. How does your program decide what type of training services to offer?

(PROBE: Advisory council decides, depends on amount of funding, depends on needs of teacher participants, state directives or priorities, other)

7. Does your program conduct a needs assessment of teacher training needs?

Yes ____ No ____

IF YES, please describe the procedures and methodology of the needs assessment.

(PROBE: How frequently is a needs assessment conducted? Do the same teachers participate in the needs assessment?)

(OBTAIN A COPY OF THE NEEDS ASSESSMENT)

IF NO, why not? How is the content of training services determined?

8. How are your training activities organized?

(PROBE: Preservice [if applicable] describe process including length of time, interviews, apprenticeships, etc.)

Inservice: Describe how training is presented:

Sequenced workshops __________

Regional meetings __________

On-site workshops __________

Annual conferences __________

Summer institutes __________

Other __________

Determine the length and number of times per year.)

9. What is the underlying rationale for providing services in this manner?

IV. CONTENT OF TRAINING SERVICES (DISTINGUISH BETWEEN PRESERVICE AND INSERVICE AND ABE/ESL TEACHERS AND ABE VOLUNTEERS)

1. What is the content of the preservice/inservice instruction provided for ABE instructors? ESL instructors? ABE volunteers?

   (PROBE: Subject matter, andragogical content, and pedagogical content)

   (OBTAIN COURSE OUTLINES)

2. What type of training materials are used by your program?

   (PROBE: commercial materials , original materials developed by your program, LVA, Laubach)

   (OBTAIN EXAMPLES OF TRAINING MATERIALS)

3. If using commercial materials, what were the sources of these materials?

   (PROBE: How did you learn about them [e.g. publishers workshops, from other programs, etc.]? How were they chosen? Why were they chosen?)

4. If you developed your own materials, what sources of information were used in developing these materials?

   (PROBE: Research literature, other training modules, outside consultants, teacher ideas--what worked in the classroom, etc.)

   (PROBE: Who developed these materials?)

5. How frequently are these materials updated or modified?

6. What types of instructional strategies are used during training?

Please indicate all that apply.

Practice-oriented approach __________

Peer coaching __________

Videos __________

Lectures __________

Small group instruction __________

Role play __________

Other (Please specify) __________

7. Why do you use these instructional strategies?

8. Which strategies appear most effective? Why?

9. How does the program try to ensure that what the participants are learning is transferred to their own classrooms?

10. Is follow-up provided to specific teachers once the training sessions are completed?

Yes _____ No _____

IF YES, what specific strategies are employed?

(PROBE: mentoring, trainer-teacher participant conferences, observations by school site supervisors, scheduling of workshops to provide time to practice new skills in the classroom, etc.)

How do you determine which teachers receive follow up?

IF NO, why not?

IV. EFFECTS OF TRAINING

1. How have you evaluated the overall effectiveness of your training services?

   (PROBE: Evaluation forms completed by teacher participants, feedback from employers of instructors, feedback from adult learners, feedback from peer coaches, outside evaluators, etc.)

2. What changes or modifications have taken place as a result of the evaluations?

3. What indications do you have that your training program has been successful?

4. What elements of your training program do you believe have directly contributed to your program's success?

5. What would you like to be able to do in this training program that you currently cannot do?

(PROBE: What would you need to be able to do it?)

Thank you for your time in responding to these questions. Is there any additional information you wish to add? I appreciate your time and cooperation.

SERVICE DELIVERY STAFF

TRAINING PROVIDER ______________________________

NAME OF INSTRUCTOR ______________________________

TELEPHONE NUMBER ______________________________

TYPE OF SERVICE PROVIDED ______________________________

DATE ______________________________

INTERVIEWER ______________________________

I. ENVIRONMENT OF TRAINING ACTIVITIES

1. How long have you been involved with training adult education teachers or volunteer instructors?

2. What background do you have in this area?

   (PROBE: Credentials, substantive expertise, experiences, training received as a trainer)

3. In what ways do program administrators, curriculum resource persons, etc. help you in planning and implementing your instruction?

   (PROBE: Staff meetings, memos, appointments with administrators, other)

4. How many instructors or volunteers attend a typical training activity?

(PROBE: Preservice, inservice, type of activity)

5. How many training activities do you provide each year?

(PROBE: Do the same participants attend each one?)

6. Are all the participants new instructors, volunteers, or experienced instructors?

(PROBE: If it is a heterogeneous grouping, does that create any problems?

7. Where are the training activities held?

II. DEVELOPING TRAINING ACTIVITIES

1. To what extent do you design the training, or is the training provided through off-the-shelf materials?

   (PROBE: What materials are used--commercial, types of teacher developed materials? What materials do the teachers like?

   (PROBE: Do you follow a competency-based curriculum? Please describe.)

2. If you do design your own training: With whom do you consult? Is it based on any theoretical framework or research findings?

3. Are the teacher participants involved in designing the training activities?
Yes ______ No _______

IF YES, how? (PROBE: Needs assessments, discussion of expectations, participants bring problems to class, etc.)

III. CONTENT OF TRAINING SERVICES

1. What skills and knowledge do you think an adult education teacher or volunteer needs to possess in order to be an effective teacher?

2. What is the content of your training workshops/classes?

IF APPLICABLE: What is the underlying difference between training provided for teachers and volunteer instructors?

IF APPLICABLE: What is the underlying difference between training for ABE and ESL instructors?

IF APPLICABLE: What is the underlying difference between preservice and inservice workshops?

(OBTAIN WORKSHOP/COURSE OUTLINES)

3. What strategies are used to help teachers transfer what they learn in the workshop to their own classrooms?

(PROBE: Teachers bring in own problems to discuss in class, develop materials in class, etc.)

4. Do you provide any follow up once participants complete the training sessions?

Yes ______ No _______

(PROBE: Why do you, or do you not provide follow-up?)

(IF YES PROBE:, Meet with teachers, on-site observations, telephone consultations, etc.)

IV. EFFECTS OF TRAINING

1. How do you monitor the progress of the training participants?

   (PROBE: Feedback from teachers, feedback from adult education programs where instructors are employed, feedback from coaches, formal observations of teachers)

   If there are any deficiencies, what do you do to correct them?

2. How did teachers benefit from your classes?

   (PROBE: What did they learn? What differences did their learning make for their students?)

Do you have any (formal) documentation of this?

3. What elements of this training program do you believe have directly contributed to its success?

4. What have been the greatest challenges in implementing this program? How have these obstacles been overcome?

5. What would you do if you could make this a more effective teacher training program?

Thank you for answering these questions. Is there anything you would like to add? I appreciate your time and cooperation.

APPENDIX E

Focus Group Moderator's Guide

PART I INTRODUCTION (20 minutes)

Good afternoon and welcome to our session this afternoon. We want to thank you for joining our discussion today about teacher training programs. My name is ____________________ and I will be moderating your group discussion today. Along with me is ______________ who will be recording the session. We are with Pelavin Associates, Inc, and educational research organization located in Washington, D.C. We are working on a study for the U.S. Department of Education to look at instructor training for ABE and ESL teachers and ABE instructor volunteers. We will be visiting nine programs throughout the country that provide preservice and/or inservice teacher training. We'll be talking to the teachers and volunteers who are the recipients of the training to get your opinions about the type of training you need and the kinds of training you are receiving.

Information from these site visits will be used throughout the study in a number of ways, including:

- Identifying program elements that can be used to guide the improvement of other teacher training programs;
- Identifying the training needs of ABE/ESL instructors; and
- Providing input into the development of training modules for ABE/ESL instructors.

I want to emphasize that this is your group discussion today. My role is to make sure that we stick to our topic, and I have to make sure that everyone has a chance to contribute. There are no right or wrong answers in this discussion, and I encourage you to speak your own opinions. If you disagree with something that somebody else says, please say so.

There are just a few ground rules:

- Please, only one person talk at a time.
- We want to hear from everyone, but not everyone needs to answer every question.
- This discussion is being tape-recorded. This way, we will not have to rely on my memory alone.
- Today we are on a first name basis, but in our report there will not be any names attached to comments.
- This session will last about 2 hours. Please use the facilities as needed. There are beverages, please help yourself.

- No smoking, please.

Let's start out by introducing ourselves and briefly indicating how you became involved in ABE/ESL teacher training.

PART II LINKAGE BETWEEN TRAINING NEEDS AND TRAINING ACTIVITIES

(50 minutes)

What are some of the challenges you encounter as an adult education teacher?

(Probe: high rate of absenteeism, dealing with multiple languages and levels in the ESL classroom, finding the right learning style suited for a particular student, etc.)

What skills and knowledge do you think you need to possess to be an effective adult education teacher?

(Probe: subject content, and ragogical content, and pedagogical content)

How are these training activities helping you acquire the skills you need and meet the challenges you encounter?

(Probe: How is the content of the training related to what you need to know?)

(Probe: What instructional strategies have been most helpful to you? Why? Ask about techniques to help transfer what you are learning to your own classroom. Ask about follow up activities)

(Probe: What instructional materials have been most useful? Why? Distinguish between commercial materials, instructor-developed materials, and teacher-developed materials; computer-assisted instruction and video technologies)

What opportunities do you have to provide input into the type of training you are receiving? How useful is that to you?

Based on your own experiences, how has your participation in this training program affected what you are doing in your classroom? Can you share some examples with the group?

PART III OPINIONS ABOUT FUTURE PROGRAMS (30 minutes)

If a friend asked your opinion about the training activities because they considered becoming an ABE/ESL teacher, what would you tell them about the program?

(Probe: elements you thought made the training effective; elements that you would like changed)

Let's say the training provider received a grant from some foundation for the restructuring of the current program. In order to tap everyone's ideas, program directors, administrators, instructors, and participants were asked to list the key elements they would like to see in a future program that would make it an effective training program. I'll give you a few minutes to think about these elements and then we'll list them on this flip chart.

List elements on flip chart.

(Probe: format/organization of training, instructional strategies, teacher input, follow up, etc.)

Ask for a vote on the three most important features.

Why are these components the most important?

What do you think would make teachers like yourselves want to continue to learn?

Very often both new instructors and experienced instructors are enrolled in the same training workshops. These two groups have different training needs. If your workshops/classes have had both new and experienced instructors, how has it worked with people having different training needs?

How can agencies with limited resources target their efforts to meet the needs of both groups?

PART IV **CLOSING** (10 minutes)

Is there anything you would like to add to today's discussion of teacher training programs?

Thank you very much for your time and thought.

APPENDIX F

Focus Group Participant Data

TOTAL NUMBER OF FOCUS GROUP PARTICIPANTS: 83

GENDER: 21 men, 62 women

AGE:

- average age is 44 years old
- ages range from 21 to 72 years old

CURRENT INVOLVEMENT IN ADULT EDUCATION:*

- 47 are currently adult education teachers
  - 18 are employed full time
  - 25 are employed part time, at an average of 25 hours per week
  - 4 are volunteers

- 40 are currently ESL teachers
  - 18 are employed full time
  - 20 are employed part time, at an average of 19 hours per week
  - 2 are volunteers

- 14 are volunteers
  - 5 are ABE volunteers
  - 3 are ESL volunteers
  - 2 are both ABE and ESL volunteers
  - 4 identify themselves as volunteers, but do not indicate whether they concentrate in ABE or ESL

- 14 teachers identified themselves as both adult education and ESL teachers

- 5 teachers did not identify themselves as adult education teachers, ESL teachers, or volunteers

EDUCATIONAL BACKGROUND:

- 36 have adult education certification
  - 8 have a BA in elementary education
  - 10 have a BA in secondary education
  - 4 have a BA in adult education
  - 14 have earned an average of 21 adult education credits in college, ranging from three to 45 credits
  - 27 have been employed an average of 11.3 years in an approved adult education program, ranging from four to 23 years of experience

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* Because some focus group participants are involved with both ABE and ESL their numbers often add to more than 83.

- 28 of those who do not have adult education certification have certification in other levels
  - 10 have elementary certification
  - 18 have secondary certification

TEACHING EXPERIENCE:

- 46 teachers claim an average of 6.5 years of ABE experience, ranging from one to 20 years

- 43 teachers claim an average of 8.9 years of ESL experience, ranging from one-half to 22 years

- 16 participants claim an average of 3.7 years of volunteer experience, ranging from one-half to 22 years

- 25 participants have an average of 6.1 years of elementary school teaching experience

- 28 participants have an average of 6.3 years of secondary teaching experience

- In addition to the above topics and teaching arenas, participants have prior experience teaching in colleges, sunday schools, the military, etc.

COMPENSATION:

- 37 participants were paid for time spent in training
  - the average hourly rate was $13.89
  - the average rate per session was $76.00

- 23 participants received compensatory time for inservice training

ADULT BASIC AND LITERACY EDUCATORS NETWORK
WASHINGTON

Contact: William Sperling (206) 587-3880

Background

The Adult Basic and Literacy Educators (ABLE) Network is a comprehensive support program for adult literacy and basic skills efforts in the state of Washington. In addition to inservice training activities for adult literacy and English-as-a-second-language teachers across the state, the Network conducts a variety of staff development-related activities including: operating a mail-order lending library, publishing a quarterly newsletter, coordinating the implementation of CASAS, managing the Core Competencies Project (state-mandated curricula for ABE, ESL, and GED teachers), managing the state VISTA Literacy Corps project, coordinating a joint Technology Consortium with Oregon to promote the use of technology in basic skills instruction, providing technical assistance to local adult basic skills programs in developing workplace basic skills instruction, and evaluating the state's Federally funded ABE programs. The Network director is contracted by the state director of adult education within the Office of Adult Education and Literacy Programs, Office of Superintendent of Public Instruction (SPI).

Jurisdiction for adult education programs throughout the state changed July 1, 1991. The state legislature combined all adult education programs under the auspices of a single agency. Adult basic education programs, vocational technical institutes (previously under the supervision of SPI and the local school districts), and the community colleges have come under the jurisdiction of the State Board for Community and Technical Colleges. The Board consists of two associate directors--one for vocational education and one for academic education. Under this new arrangement, the state director for adult education will report to an assistant director of the State Board.

The ABLE Network is funded primarily through Section 353 funds ($225,000 for 1991). Seattle Central Community College, which houses the ABLE Network, serves as the fiscal agent for the Section 353 funds. The institution provides the ABLE Network with office space, and accounting and bookkeeping services. Additional support for staff development is provided to the ABLE Network through the Adult Education Act's Homeless Program, workplace literacy funds, SLIAG, and sometimes JTPA funds. The VISTA Literacy Corps funds a part-time staff person.

Organizational Structure

The ABLE Network is administered by a full-time director. It is staffed by a curriculum and assessment specialist, and a Special Projects/VISTA Literacy Corps coordinator. The director coordinates staff development for adult literacy and ESL teachers across the state, evaluates one-quarter of the Federally funded local ABE programs annually, and manages the Core Competencies Project. The director has recently submitted a proposal to conduct staff development activities under JTPA.

The curriculum and assessment specialist provides GED training, CASAS training, and coordinates the Technology Consortium, a joint project of Washington and Oregon designed to promote the use of technology in basic skills instruction. She also directs a Federally funded workplace literacy project. The Special Projects coordinator operates the ABE Resource Center, publishes a quarterly newsletter, and manages the state VISTA Literacy Corps project.

The Network director reports to the dean of instruction at Seattle Central Community College on a bimonthly basis. The dean, however, maintains a low profile on the project, leaving the day-to-day supervision and goal-setting to the Network director. At present, the ABLE Network does not have an advisory committee, but the director anticipates organizing a staff development advisory committee within the next year. Decisions regarding staff development, however, are often made in conjunction with the Curriculum and Instructional Advisory Committee of the state education program.

Training Staff

Inservice workshops for ABE and ESL instructors are provided primarily through consultants hired by the ABLE Network. The consultant trainers, approximately 20 per year, are ABE and ESL practitioners with expertise in a given area. Workshop trainers receive no formal training from the ABLE Network, although their training abilities are evaluated during staff observations of training workshops. The trainers meet informally with ABLE administrators to discuss the training content and format. The consultants hired to provide staff training for implementation of the ESL Core Competencies were the author of the Washington State Core Competencies Model Curriculum, and a practitioner who had field-tested the curriculum and implemented the curriculum in her local program. The curriculum and assessment specialist provides GED training and CASAS training.

Delivery of Services

Inservice training for adult education instructors is provided through two major activities--a two-day Summer Institute--in which local adult education programs are requested to send representatives--and Regional Workshops. One hundred seventy-nine participants attended the Summer Institute and 421 attended the Regional Workshop in 1990. The Regional Workshops are held three times per year in each region in fall, winter, and spring. Instructors choose the regional workshop in their area of interest. In the last two years, the state was divided into four regions for the purposes of staff development. The movement from a statewide delivery system to regional training has proven beneficial for two reasons--it is more cost effective since the Network no longer has to reimburse participants for mileage and board, and it has promoted a sense of "regional spirit" among the instructors.

In addition to the training provided by the ABLE Network, the 36 local adult education programs (27 community colleges, five vocational technical institutes, and four community-based organizations) throughout the state provide training on an as-needed basis. The ABLE Network refers trainers to local program directors at their request.

Content of Training Services

The ABLE Network provides inservice training to ABE, ESL, and GED instructors. Preservice training is not offered through ABLE and has been traditionally the responsibility of the local program directors. However, ABLE administrators recognize the need to assume this responsibility because local programs do not or cannot always provide orientation to new instructors. Although they are uncertain as to the format of the preservice training, they suggested a half-hour videotape that would provide an overview of adult basic education and the types of staff development resources available in the state.

Needs Assessment

Needs assessments are conducted at various points throughout the year and involve both instructors and ABE directors. The primary needs assessment for instructors was conducted at the Summer Institute, during which time participants were invited for an informal discussion about the kinds of workshops and other inservice activities they would like for the coming year. Out of this grew a survey that identified the participants' priorities for training. This was the first time a needs assessment was conducted. In addition, the ABE directors, during their fall meeting, were requested to identify their training priorities. The results of both surveys indicated that modeling successful instructional strategies for the Core Competencies was the major concern.

The ABLE Network recently sent out a mail survey to each of the 700 ABE/ESL instructors in the state to identify their needs for training to effectively implement the Core Competencies, and to assess the usefulness of the Core Competencies curriculum. The ABLE Network is currently in the process of compiling the results.

Regional Workshops for implementation of the ESL Core Competencies provide another opportunity for an informal needs assessment. At the beginning of the workshop, the trainers ask the participants to identify areas where they need assistance. The trainers try to address these needs during the workshop session.

According to ABLE staff, local program administrators recognize the need for new teaching strategies. They are trying to move away from an individualized approach to a more interactive instructional approach. They plan to introduce techniques for small group instruction and cooperative learning.

Training Objectives

The major thrust of the staff development activities over the past year has been to introduce and implement the state-mandated Core Competencies in ABE, ESL, and GED that were identified by state and local instructors and administrators. The goal of training is to introduce methods of instruction that will enable teachers to more effectively implement the Core Competencies Curriculum. All local programs are required to offer a program of instruction that incorporates these competencies. To assist the local programs in implementing the Core Competencies, a Model Curriculum was developed, with local programs having the option of adopting and/or adapting it to their own curriculum, or ignoring it if their current curriculum adequately addresses the state competencies.

Implementation of the Core Competencies has provided a very focused approach to the training and replaced the more "scattershot" approach that was characteristic of previous years. It has also led to a more sequenced approach, with an introduction to the Core Competencies followed by more in-depth training on implementing them.

The Core Competencies were introduced at the Summer Institute in August 1990.[1] The Institute was organized into three general sessions--How Adults Learn, Testing and Assessment, and Peer Coaching--and multiple concurrent sessions on the Core Competencies for ABE, ESL, and GED teachers.

The Summer Institute also provided an opportunity to conduct training sessions on the implementation of CASAS, which state staff are considering using as an assessment tool to meet the Federal evaluation requirements. One representative from each local program was invited to attend the CASAS training session and subsequently implement CASAS in his or her local program. Instructors were asked to provide feedback on the use of the program and recommend strategies that would make it more workable. At present, ABLE does not have the results of the field test.

In addition, 12 Regional Workshops were held in 1990-91. Local programs in the four regions received training in each of the three areas of the Core Competencies--reading, writing, and math.

Training Materials

The materials used during the training sessions are primarily trainer generated. In the ESL Core Competencies workshop observed during the visit, the materials centered on ways of working with the Core Competencies. These included a lesson plan format, needs assessment tools, and handouts with activities and games that provide strategies for teaching the Core Competencies. The materials that were "hands on" in nature and required application were the ones that generated the most enthusiasm among the participants.

Compensation for Training

Compensation for training at the Regional Workshops varies with the individual program. If an instructor is contracted full-time it is likely that he or she will be compensated. The ABLE Network provides mileage and board for instructors attending the Summer Institute.

Follow-Up Activities

The ABLE Network does not provide any systematic follow-up of its training activities. There is an evaluation at the end of the workshop, but no follow-up to assess whether instructors are able to implement the techniques learned during training. There is also some feedback from the local directors at their semi-annual ABE directors' meeting. Follow-up becomes the responsibility of the local programs. Peer coaching provides an example of a strategy that was introduced at the Summer Institute at a special workshop, but it is dependent on the commitment of local directors for implementation.

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[1] The Core Competencies Steering Committee, consisting of the ABLE Network director, the ABLE Special Projects coordinator, a local ABE program director, the author of the ESL Model Curriculum, and the ABLE Network secretary, served as the planning committee for the Summer Institute.

Implementation of the Core Competencies, however, provides an exception to the informal follow-up process. Local programs must provide an action plan for the implementation of the competencies as a requirement for receiving 353 funds. Each year, an evaluation team, which includes the ABLE Network director, a local program director, a local instructor and an out-of-state ABE director, evaluates six to eight of the programs. The evaluation provides the opportunity to see how the training is implemented. The results of this year's evaluation show that the Core Competencies are not being implemented to the degree anticipated and that a more proactive stance will need to be taken to ensure that they are implemented. As part of that stance, the director is considering introducing more training at the local level.

Summary

Key Elements of the Program

Several elements were identified by the ABLE Network administrators and trainers as being key to their program's success. They include the following:

- The leadership and expertise of the ABLE Network administrators;
- Training in response to teachers' needs;
- Training organized with a focused rather than a "shotgun" approach;
- Emphasis on outreach to notify instructors of training possibilities;
- Participatory nature of activities such as the development of the Core Competencies and the CASAS training; and
- A regional rather than a statewide training approach to reach more participants.

Recommendations for a More Effective Program

Several recommendations were offered by administrators and trainers to make the current training program more effective. These include the following:

- Provide preservice training that orients new instructors to adult education and the resources available in the state;
- Develop long-range professional development plans for each teacher in the state;

- Develop a delivery system--similar to that of the ESL Teacher Institute in California--that would utilize videos and modules to support the training;
- Develop a system to train the trainers; and
- Provide more training at the local level with more systematic feedback.

ADULT COMMUNITY EDUCATION (ACE) NETWORK
DELAWARE

Contact: Page Bristow (302) 573-5421

Background

The Adult Community Education (ACE) Network is a statewide staff development project that has been operated jointly by Delaware Technical and Community College (DelTech) and the International Reading Association (IRA) since 1987. Originally conceptualized by the state supervisor for adult and community education along with the ACE Network director, the purpose of the Network is to provide adult educators in Delaware with "quality staff development which has lasting impact on program quality and student achievement" and to "identify, develop, and disseminate exemplary adult education programs." Two important functions of staff development that grow out of this philosophy are modeling of effective practices and planning and delivery of training on a local program level.

The director of the ACE Network developed a model for staff development that depicts staff development as an ongoing, continuous process. The ACE model consists of seven steps: (1) assessing program and staff needs, (2) determining objectives, (3) determining content and resources needed, (4) planning delivery methods, (5) conducting staff development activities, (6) providing follow-up assistance and reinforcement, and (7) evaluating effectiveness. This model was developed, modified, and implemented by drawing on components from other state models such as California and Maryland and ideas generated from other staff development experts around the country.

The ACE director and the state supervisor--who works within the State Department of Public Instruction (DPI)--work closely together. The state supervisor works with local programs to make sure they expect and recognize good staff development. She sets policy and administers Federal and state funds that support the Network. The director and supervisor consult each other frequently about training needs, issues, and policies. All state and Federal funding for ACE is channeled through DPI.

Organizational Structure

The annual proposal submitted to the state supervisor sets the goals, objectives, and activities for the ACE Network. The ACE director implements these provisions with guidance from the state supervisor, consults with local programs in determining what sessions are conducted in a given year, and directs day-to-day activities.

ACE is funded primarily through 353 funds and has been funded with other Federal sources such as homeless grants; some teachers who attend ACE training activities are also compensated through adult high school money. Each of the project partners--DelTech and IRA--has fiscal responsibility for its portion of the project and each receives a grant from DPI for the areas for which it has fiscal responsibility. Through these grants, the two partners provide financial support for a variety of project components: IRA provides support staff, office space, and materials and prints the ACE newsletter; DelTech administers the ACE director's salary and provides office and classroom space. In FY 1990, $60,232 was provided to DelTech and $30,352 was provided to IRA.

In the future, different partners may be involved; DelTech will no longer be a partner, and another organization may take the place of the International Reading Association. In addition, the current director, who does much of the ACE training, is leaving her position and will be replaced by a new director.

Training Staff

The ACE Network has two part-time staff members: the project director (four days per week) and her secretary (three days per week). About 60 percent of the project director's time is devoted to designing and conducting training and performing related administrative functions; she spends her remaining time providing technical support and network referrals for teachers; facilitating inservice credit; producing an adult education newsletter, "Synergy"; serving on committees and boards that promote ACE; writing proposals and managing fiscal affairs of ACE; and communicating with ACE Network partners and the state supervisor.

In addition, the director selects and maintains a pool of trained consultants that includes local adult educators and national or university experts. The director conducts approximately 85 percent of the training activities, although the consultants are hired on occasion to provide training in their areas of expertise. The ACE director also collaborates with consultants in planning some training packages and provides ongoing apprenticeship-type training. This arrangement reflects the ACE Network goal of training adult educators to be trainers and developing the capability to conduct training from within.

The project director has a doctorate in reading education and more than 20 years of teaching experience. Consultants have experience teaching adults and are considered to be experts in the topics they present. Prior academic training in their field is preferred. In the past four years, the list of consultants has changed and expanded.

Delivery of Services

Most of the instructor training in Delaware is conducted by ACE at the local and county level. A number of factors are considered to maximize attendance and ensure successful training events. For example, the ACE director provides training on two ends of the state. She also has experimented with scheduling to develop ideal training conditions: most workshops are scheduled for Saturdays or evenings; particularly complex material might be offered in a two-part course; and sessions are generally three hours. Multiple or all-day sessions are frequently offered in the summer, when teachers have more time and can take advantage of subsidized classes at the University of Delaware. Examples of training opportunities include:

- **Local Inservice Workshops.** On-site workshops generally are offered at a program site or at DelTech; adult educators from neighboring programs also attend. In FY 1990, 29 workshops and presentations drew nearly 500 instructors; instructors from 94 percent of all Delaware adult education programs participated in ACE training. Instructors receive inservice credit from DPI for training they attend.

  ACE workshops are open to tutors in the state's four literacy programs, including those sponsored by the Literacy Volunteers of America (LVA), an affiliate of the Wilmington Library. Approximately 35 LVA tutors have attended ACE training events and 15 instructors have attended LVA workshops.

- **Courses.** During the summer, ACE and the University of Delaware co-sponsor adult education instructor training courses. The ACE director takes the initiative for these courses; she designs courses and proposes them to the university, selects instructors, and meets with university staff to obtain their approval for proposed courses. Seven one-credit graduate courses were attended by 89 instructors in FY 1990. Nine courses for 11 total credits are being offered in FY 1991.

- **Conferences.** Although ACE does not sponsor a conference, the Network coordinates inservice credit for the DAACE Annual Conference and the ACE Director serves on the conference planning committee. During the past four years, the ACE Network director has taken major responsibility for programmatic aspects of the conference. A total of 109 participants received credit for the 1990 conference.

Content of Training Services

Needs Assessment

The planning, delivery, and content of ACE training activities are grounded in ongoing needs assessment based on the stated needs of adult education instructors, administrators, the state supervisor, students, and local programs. Initially, the state supervisor developed a list of potential training topics, based on adult education research and her experience in the field. This list was used to devise a written needs assessment that was conducted at the onset of the ACE Network, and has since been supplemented by a needs assessment update given annually to all adult education staff.

The Network is dedicated to soliciting input from its participants in order to develop appropriate training activities. The ACE director feels that if adults don't believe they need to learn something, one cannot force it on them. The ACE Network provides adult educators with the opportunity for voicing needs through several formats: a session in the DAACE conference soliciting ideas for staff development needs; bimonthly meetings with adult education administrators; workshop evaluations; and informal communications with a variety of adult educators.

ACE Network staff also examine effective staff development principles to convey the delivery methods they consider most appropriate for meeting staff development objectives and to enable adult educators to work effectively with adults. For example, a workshop session may include an exercise on self-confidence so that teachers can draw on their own experiences to understand their students' needs on an emotional and cognitive level.

Training Objectives

ACE training is provided in response to the needs of adult educators, programs, and students. ACE training staff believe in making a "consistent, conscious, conscientious effort to apply adult education principles" in their training activities. An important assumption is that teachers who receive training are already performing satisfactorily; ACE-sponsored activities are offered to help them become even more effective. ACE Network training staff also assume that no one curriculum or set of materials will meet the needs of all programs or instructors. Each training module is targeted to different teacher audiences across and within program areas (e.g., new vs. experienced; ABE, GED, or ESL; individual subject areas), and training objectives relate to the needs of the audience. To date, ABE workshops are offered more frequently than ESL workshops because ABE instructors request more workshops. Whereas trainers seek to provide useful and high-quality materials that workshop participants can bring back to their classrooms, the focus of each workshop is on effective teaching strategies.

Several guiding principles shape the content and delivery of training. These stated principles are: (1) staff development is based on a thorough needs assessment; (2) institutional policies support effective staff development activities; (3) training conditions facilitate effective staff development activities (e.g., time, location, incentives to participate); (4) sufficient time and opportunities are provided for participants to learn, practice, master and apply the training content; (5) the staff development program recognizes individual learner needs and provides experiences to address these needs; and (6) evaluation of staff development activities is an integral component and influences future planning.

Training Topics

More than a dozen topics were addressed in the training sessions held in FY 1990. Examples of recent workshops are: Basic Reading for Adults, Project Keep (a project to improve student retention), Adults with Learning Disabilities, Reading Comprehension Improvement, Integrating Reading and Writing Skills, Integrating Basic and Life Skills, GED Preparation, and Resources for the Adult Educator. ACE has produced a booklet summarizing training modules and continues to develop at least two new modules each year. Summer courses for FY 1991 addressed the following topics: principles of adult basic/adult secondary education, workplace literacy programs (three courses), and utilizing technology in the adult education classroom. Topics that are chosen each year are based on a combination of teacher interests and programmatic needs.

Instructional Strategies

The key element of ACE training is modeling sound adult education practices and principles. The assumption behind this is that adult educators learn more from modeling than simply being told what they should do. Often the first delivery of a workshop becomes a pilot for others. The ACE director obtains feedback from participants, implements changes, and modifies the content and strategies in subsequent workshops, just as teachers are expected to do with their classes. In this way, the process becomes another example of modeling effective practices.

ACE Network training activities incorporate a variety of instructional strategies that can be adapted to fit the individual interests and goals of adult education instructors. ACE Network trainers utilize different grouping strategies and classroom formats, including small group exercises, brainstorming, diads, peer support and cooperative learning, demonstration, and some lecture. Adult educators are sometimes used to present concepts through cooperative learning exercises. Trainers also use overheads, videotapes, and the blackboard to illustrate their lessons. Instructors are encouraged to interact with their peers to enhance training activities and share ideas.

Training Materials

Most of the materials used in ACE training activities are developed or collected by the trainers. The ACE director has developed a number of packets that include excerpts from the research literature, real-life materials, worksheets, and other classroom aids she has devised. Overhead transparencies are used for some events, as are videotapes and handouts from other training and literacy programs. These handouts are designed to address workshop objectives and are useful resources for participants because adult educators are not paid for planning time to develop their own materials.

Compensation for Training

ACE does not compensate teachers directly for training events. Local programs have the responsibility to pay instructors for training with funds that they request from DPI for staff development. The expectation is that local programs are more likely to "buy into" staff development if they pay for it. The average amount paid is $12 per hour; however, not all programs pay their teachers. Teachers pay a nominal registration fee ($15) for summer graduate credit courses offered at the University of Delaware; this tuition is paid through the Department of Public Instruction.

Follow-Up Activities

Each ACE training module incorporates follow-up activities such as phone calls or training sessions; however, follow-up activities are not uniform across the state. Staff development activities are usually scheduled so that a single workshop will be followed by one to three additional sessions to review and expand the concepts covered, with the goals of fine-tuning strategy implementation and supporting teachers as they follow through on what they have learned. Every workshop concludes with a written evaluation to assess how well the training meets the instructors' needs. In addition, ACE staff and consultants are readily accessible for feedback.

Summary

Key Elements of the Program

Administrators and training staff communicate that some of the factors contributing to the success of the ACE Network are top-quality instruction from the ACE director and consultants and the availability of interesting and meaningful topics. Because of these factors and because ACE policies stress communication among and between teachers and trainers, both instructors and trainers feel that training needs are perceived and met. Staff also consider the ACE Network to be particularly effective in preparing teachers for changes in curriculum, providing leadership in adult education technology, and developing strategies for student retention.

Recommendations for a More Effective Program

Because Delaware is a small state, the ACE director, in tandem with a pool of local and national consultants, has been able to fill most of the state's training needs. However, some adult educators would like to see trainers from each county trained in staff development principles and materials, especially to conduct workshops that are repeated several times during a year. Other recommendations include developing independent training modules for teachers, videotaping training, building in more time for networking with other teachers, providing opportunities for teachers to train with a master teacher, and continuing to provide more background materials on staff development principles.

ESL TEACHER TRAINING INSTITUTE
CALIFORNIA

Contact: Mary McMullin (213) 594-0095

Background

The ESL Teacher Institute, established in 1980, is a skill-based training program for California teachers of English to speakers of other languages. The ESL Teacher Institute is operated under the auspices of the Association of California School Administrators (ACSA), Foundation for Educational Administration, and funded through Section 353 funds administered by the California Department of Education (CDE). Marginal support is provided by workshop registration fees ($10 per session), which partially offset expenses for refreshments and the duplication of materials.

Since 1990, some Institute activities (e.g., public relations, payment of trainer consultants) have been conducted in collaboration with another Section 353-funded staff development project, the Outreach and Technical Assistance Network (OTAN). OTAN has general responsibility for staff development in California. An OTAN site has been identified in each region for staff development activities for that region. OTAN and the ESL Institute provide ESL instructor training to practitioners on a regional basis at these sites. The collaboration is proving beneficial to the Institute by allowing them more time for product development and certification of trainers. OTAN has assumed responsibility for all the logistics for the training (i.e., registration, publicity, working with host sites, analyzing evaluation forms), while the Institute coordinates the trainers and develops the materials.

Organizational Structure

The ESL Institute is administered by a full-time director, a part-time coordinator of certification, a full-time project assistant and a quarter-time computer person skilled in desktop publishing. The director and coordinator of certification joined the project in the last year, after serving as trainers for the Institute for six and 10 years respectively. The previous director had been with the project for 10 years, since its inception.

An Advisory Committee provides input to the project. Its members--three administrators of ESL provider programs, the OTAN staff development manager, an ESL Institute trainer, and the ESL Institute director and coordinator of certification--meet twice a year in the fall and the spring and are consulted between meetings. The CDE project monitor, the ESL specialist for adult education, and the director of contracts at ACSA also attend the meetings. The Advisory Committee provides input into such policies as the nominating process for new trainers and the incorporation of new trainers into the training for next year.

Delivery of Services

The ESL Institute provides training through several different delivery modes. These include regional workshops, contract training with districts or agencies, in-house training, and conferences. In 1989-90 the ESL Teacher Institute provided training to 820 teachers in California. Approximately 75 percent (613) of the teachers trained in California were new instructors who had not previously received training from the Institute. The remaining teachers were experienced ESL teachers. In addition, 99 local ESL program coordinators participated in a half-day training workshop sponsored by the Institute.

The primary focus of Institute training is for ESL teachers in California. However, the Institute has provided a number of out-of-state Institutes. Currently, Virginia, Connecticut, Colorado and Oregon have certified trainers and provide training to teachers in their own states.

Selection and Training of Trainers

The ESL Institute workshops are conducted by trainers who are certified by the Institute. Prior to last year, trainers who contracted with the Institute were experienced teachers who had been recommended by local programs as specialists in specific content areas. However, last year, as the training services expanded to provide additional workshops on a regional basis, and since some of the cadre of experienced trainers were no longer available, additional trainers were needed. In response to this, a complex process for trainer certification was developed under the guidance of the coordinator of certification. At present, there are 29 certified trainers and 23 who are in the process of being certified.

To be nominated as a trainer, a candidate must meet the following criteria:

- **Knowledge/experience:** academic background in ESL, a minimum of three years of teaching experience in adult ESL, and experience in conducting inservice training;
- **Skills:** use of lesson plans which incorporate all components of competency-based ESL and effective use of techniques in which the ESL Institute provides training;
- **Personal traits:** good communication, leadership, warmth; and
- **Professional references:** two references from a colleague or supervisor, one who has observed nominee's teaching and one who has observed nominee's training.

After the nominating process, those who meet the criteria begin an extensive certification process that involves training and review. The four-step process is as follows:

Step One: Completion of a four-series workshop for Training New Instructors.

Step Two: Completion of the core training module--competency-based education/lesson design module through a workshop or independent study; submission of a video to the Institute demonstrating classroom teaching using effective lesson plan designs;

and analysis and feedback by a regional facilitator, who is an experienced ESL Institute trainer.

Step Three: Completion of two ESL technique modules; submission of a lesson plan to a "content specialist" in a particular technique; analysis and feedback by the "content specialist"; preparation of a classroom video demonstrating mastery of the technique; and analysis and feedback by the Institute. All trainers must be certified in lesson plan design and two content areas.

Step Four: Completion of training in facilitation skills. This occurs at the annual colloquium for all trainers.

Institute trainers provide ESL training only in those specific technique modules in which they have been certified.

For all Institute trainers--new and experienced--there is a two-and-a-half-day annual colloquium. It provides ongoing training for experienced ESL instructors and micro-training for nominated trainers. The colloquium focuses on training processes; facilitation skills; new areas in the field; learning styles; the development, review and refinement of training materials; and provides an opportunity to share experience.

Regional Workshops

ESL Institute training is presented through sequenced workshops. All workshops consist of at least two sessions. This sequencing enables participants to apply the new knowledge in their own classrooms between sessions and to discuss their applications in the follow-up sessions.

The ESL Institute, supported by OTAN, provides regional inservice training workshop series in the fall and spring for new and experienced ESL instructors. All training is provided by certified ESL Institute instructors. In 1990-91, a series of seven workshops (28 sessions) was held in the fall and a series of two (eight sessions) in the spring for new instructors, and a series of seven (14 sessions) was held in the spring for experienced ESL instructors. In addition to the workshops held in collaboration with OTAN, the Institute held a series of six workshops (24 sessions) for experienced instructors interested in implementing cooperative learning in their classrooms and a series of two (four sessions) for experienced teachers interested in mentor teacher training.

Contract Training: District and In-House

There is also a limited amount of training at the individual district or agency level. A district can contract with the ESL Institute to provide training based upon local district needs. The training is conducted by a certified ESL Institute trainer. The district covers the costs of the honorarium ($250) for the trainer, per diem costs, travel expenses, and duplication of materials.

The training at the district level has been supported in part by subgrants from the California Department of Education. Twenty-nine subgrants were provided to districts this past year to cover such costs as registration and transportation for the instructors.

In-House Training

Training is also provided at the district or agency level through in-house ESL Institute trainers certified in the particular ESL technique for which the training is requested. The ESL Institute provides the user's guide and the video, free of charge to the district or agency. The district must conduct at least two training sessions and must work with a coordinator to ensure on-site follow up. This type of in-house ESL Institute training is often incorporated into the agency's own staff development program. Districts conducting training through in-house ESL Institute-certified trainers are required to provide the Institute with a report of the training (e.g., compilation of evaluation data).

Most in-house training by ESL Institute-certified trainers is conducted for groups of teachers; however, in a few instances training is provided on a one-on-one basis through what is termed Independent Study. A certified ESL Institute trainer in a particular technique can serve as a contact person for individual teachers at a school site in that technique. The contact person guides and monitors the instructor through the Independent Study process, which includes a series of conferences held at key stages of the module, an ESL Institute video, demonstration lessons, practice, and evaluation conferences. The sequencing provides an opportunity for teachers to gain feedback on the new techniques. The ABC Adult School and Fullerton Union High School District, Alternative Education were two sites in which Independent Study was used in 1989-90. The Independent Study approach was also used in Colorado.

Conferences

The ESL Institute has, upon request, provided training at statewide conferences. In 1989-90, the Institute provided training at Competency Based Education (CBE), CATESOL, and AAACE. In 1990-91 training was provided at CCAE and the Nevada chapter of CATESOL.

Out-of-State Training

The ESL Institute also has contracted to provide a number of out-of-state Institutes. Four states--Virginia, Connecticut, Colorado and Oregon--have adopted the ESL Institute training process. An ESL Institute-certified trainer provided training for trainers who provided training for new teachers in Connecticut and Virginia, while Colorado and Oregon each sent one person to be trained for new teachers in California.

Content of Training Services

Needs Assessment

The original compilation of training materials developed by the ESL Institute incorporated language learning activities that appeared most frequently in ESL textbooks for adult learners. Revisions were made based on input from an advisory committee, from trainers, and from comments collected from evaluation forms after completion of a training session. An evaluation of the ESL Institute in 1985 led to a further refinement of the training materials. A theoretical component was added to each training module as it was determined through observations that teachers were stronger on practical application than on theory. In addition, the relationship between the video demonstration and the practice components of the training was more closely structured.

OTAN identifies training needs based on information from regional centers and training sites. Together with the Institute, it determines the specific training modules for the new and experienced teachers within a region.

In addition, each session of an ESL Institute regional workshop provides an opportunity for participant feedback. The participants are requested to complete a workshop form in which they evaluate the sessions and indicate the areas in which they need more training. These evaluation forms enable the Institute to gain an overall picture of instructors' needs. Trainers' observations during training also provide input into identifying the needs of the teachers.

Training Objectives

The objective of the ESL Institute training is to develop expertise in specific techniques of speaking, listening, and reading for both new and experienced teachers. The goal is also to provide an understanding of competency-based education and the skill of how to develop a competency-based ESL lesson plan. The design of the training reflects the research literature on effective staff development practices.

Training Modules

The ESL Institute provides two strands of inservice training--one for new teachers and one for experienced teachers--and has developed several training modules for each strand. There are 12 modules for new teachers divided into two major categories--Competency-Based Classroom Management Modules and specific ESL Techniques. Each module for new teachers consists of four sequenced half-day sessions, approximately three to four weeks apart.

- Competency-Based Classroom Management Module

  - Components of CBE/ESL and Lesson Planning

- ESL Technique Modules

  - Focused Listening
  - Listening: Total Physical Response
  - Speaking: Early Production
  - Speaking: Dialogue
  - Speaking: Information Gap
  - Speaking: Role Play
  - Speaking: Problem Solving
  - Reading: Language Experience
  - Reading: Life Skills
  - Reading: Narrative
  - Reading: Literacy

The Technique modules used for training new instructors are also used with experienced instructors. However, practice activities which draw on the experience of the experienced instructor are included in this training strand. The ESL Technique workshops for experienced teachers consists of two half-day sessions, approximately one month apart. The other two strands are described below.

- Cooperative Learning Strand

  - Module I: Creating a Cooperative Climate
  - Module II: Key Components of Cooperative Learning
  - Module III: Cooperative Complex Structure - Jigsaw
  - Module IV: Developing a Cooperative Learning Lesson

- Mentor Training

  - Session I: Lesson planning and observation skills
  - Session II: Analysis of demonstration lesson and feedback

The Cooperative Learning Strand consists of four half-day sessions while the mentor workshops consist of two full-day sessions approximately three months apart. Between sessions, the mentor teachers are expected to present demonstration lessons for other instructors and meet with instructors to discuss and analyze demonstration lessons.

Module Components. Each training module is organized in a similar fashion. Each has a training goal, training objectives, and six key components.

1. Background information that provides the underlying principles key to the specific technique;

2. Video demonstration;

3. Analysis of the video using a comprehensive feedback form provided in the lesson plan format that identifies the key elements of the lesson;

4. Practice activities involving the key steps;

5. Application activities for the classroom; and

6. Bibliography including instructional materials and professional references.

The framework of the modules is based on the research literature on effective staff development. The modules are designed to enhance the transfer of the learning activities to the practitioners classroom. The structure assures consistency in outcomes and content.

Training Materials

The modules have been developed by ESL Institute staff and certified trainers and are designed for teaching adult learners at the beginning, intermediate, or advanced level. Training materials are revised, based on an extensive review and feedback process from trainers and instructors, before they are finalized.

The ESL Institute materials will be published by Longman, Inc., a private publisher. The lesson planning module and nine of the ESL technique modules will be commercially available. The decision to seek a commercial publisher was prompted by the number of requests from educational providers that were not under contract with the Institute. Until commercially published, these materials are not available for independent use.

Compensation for Training

The ESL Institute charges a $10 registration fee for each training session. Compensation for training is determined by each local program. Some districts reimburse the teachers for the registration fees and provide a small stipend. In districts where training was conducted on an individual contract basis, the districts have often paid for the teachers' time.

Follow-Up Activities

The training design provides several opportunities for follow-up. First, the modules are sequenced--two training sessions for experienced teachers and four sessions for new teachers, each approximately three weeks apart. The lapse in time is provided because each module is designed with an application activity in which participants are asked to plan a lesson, teach it, evaluate it, and report back at the next session.

Practice during the training focuses on the key elements of the specific module. Teachers plan for using the new skills and information in their own classrooms. The following workshop session provides a forum for them to discuss what actually does and does not work. Structured feedback forms, which contain the key elements of lesson planning and the particular ESL technique demonstrated, are provided with each module to help teachers evaluate themselves and observe others.

To promote follow-up on a local level, the Institute requires local administrators to attend a coordinators workshop if teachers in the local program are attending a new-teachers workshop. The coordinators workshop is held just prior to the new-teachers workshops as a way of leveraging support for the teachers in the local programs. The Institute does not provide direct follow-up at the local level.

Summary

Key Elements of the Program

ESL Institute administrators and trainers have identified several elements as being key to their program's success. They include the following:

- A training design based on the research literature for effective staff development practices;

- The dedication of the project staff and trainers;

- The continued training of trainers, especially with emphasis on the development of facilitator skills;

- Module components: Video training materials that have ensured standardization and quality control and have provided a realistic context for demonstrating specific techniques, feedback forms to evaluate the video, and practice and application activities; and

- Careful task analysis of the steps to master the specific technique.

Recommendations for More Effective Programs

Several recommendations were offered by administrators and training staff to make the training more effective. They included the following:

- Introduce peer coaching;

- Facilitate more committed follow-up at the local level;

- Provide longer training sessions;

- Expand the theoretical framework underlying each technique to enable practitioners to grasp the "big" ideas and enhance implementation of the "how to" techniques; and

- Increase the use of Independent Study modules as a means for follow-up.

LITERACY TRAINING NETWORK
MINNESOTA

Contact: Deb Simmons (612) 647-5188

Background

The Literacy Training Network (LTN), established in 1979, is a staff development and resource linkage project. Its purpose is to assist the Minnesota Department of Education (MDE) in training adult basic education staff in implementing effective learner-centered adult education practices. The Community and Adult Education Section staff of the MDE direct the project and provide funding through Section 353 funds ($213,798 in 1990-91). Additional funds are provided through the state ($6,490) and workshop revenues ($32,500). Network staff report to the state coordinator of adult education.

Organizational Structure

The LTN is administered by a full-time project manager; a part-time consulting administrator, responsible for on-site administration; and an assistant responsible for office management. The project is housed at the University of St. Thomas, which also provides in-kind contributions ($18,600) to the project (i.e., office space, equipment, meeting facilities, and salary for the part-time consulting administrator). In addition to the training responsibilities, the LTN issues a literacy newsletter, CONNECTIONS, for individuals interested and involved in adult basic education; maintains a resource library; and conducts a management seminar for ABE administrators.

The project has evolved from a "trainer of trainers" project to a more comprehensive model that allows the LTN to address a range of ABE issue areas. Initially, the project consisted of approximately 40 adult educators (adult education teachers, lead teachers, administrators, and members of agencies providing or promoting adult literacy services from all areas of the state), who were trained as training facilitators. These individuals are recruited through local program managers and through CONNECTIONS. They are educators who have participated in Level A training and have attended a Summer Intensive Workshop. They are responsible for providing inservice education to ABE staff throughout the state. Over the course of the years, training facilitators have assumed additional roles and responsibilities as new issues and needs were identified. These changes, coupled with the results of an outside evaluation of the project in 1989, led to a restructuring of the LTN. The new framework for the project encompasses four major areas of responsibility:

- Trainers: to address the special training needs of adult education staff;

- Promoters: to promote cooperation and coordination among ABE and other resources and services needed by adult learners;

- Professionalizers: to recognize and strengthen adult education teachers as professionals; and

- Programmers: to improve program development and service delivery.

Each area is composed of a chairperson, a planner, MDE and LTN staff, and members. Rotation among the chairperson and planner positions is encouraged. The members meet during the course of the year, as needed, to accomplish the goals they have identified.

The state is organized into seven training regions, each chaired by a regional coordinator who serves as a link between the training facilitators in their region and the LTN and the MDE.

Training facilitators sign an annual commitment agreeing to carry out the following responsibilities:

- Work with small groups of individual instructors to provide needed staff development;

- Plan, design, and execute regional training workshops;

- Participate in the delivery of all levels of State Department-sponsored training in staff development activities;

- Use LTN format and materials to conduct site visits;

- Work on an ongoing needs assessment process to help identify training needs of local ABE staff;

- Attend Network-sponsored training events and participate in activities for training the training facilitators;

- Cooperatively manage the training facilitator group; and

- Develop his or her unique skills and find ways to share them.

The LTN provides a participatory environment for decision making. A Network Coordinating Committee consisting of the regional coordinator from each region, the chairperson and planner from each area of responsibility, the Network manager, and the state coordinator provide input into the decision-making processes and daily administration of the LTN on a regular basis.

Delivery of Services

Training the Trainers

Training the training facilitators is an ongoing process. To qualify as a facilitator, the candidate must have participated in Level A training and have attended a Summer Intensive

Workshop. Facilitators meet quarterly, for approximately 10 to 13 days, to plan their goals in each of the major areas of responsibility, coordinate their activities, practice skills to be shared at the local and regional level, determine their training needs, and receive training based on the needs identified by the group. The training focuses primarily on how adults learn, classroom management, staff development and training design, literacy, and literacy program delivery. Training facilitators must continue to develop personal and leadership skills. LTN staff and outside consultants recruited by the training facilitators provide the training. Training facilitators are not compensated for their own training, but are provided with lodging and meals and are reimbursed for mileage through the Network.

Training the Instructors

The training facilitators are responsible for providing three major training activities. One is a three-and-a-half-day training workshop for adult educators in August referred to as the Summer Intensive Training. Approximately 300 teachers attend the training in a retreat type setting conducive to learning. The content of the training is determined by the state coordinator, Network manager, and results of needs assessments conducted by the training facilitators in the field. In the past year the Summer Intensives revolved around the theme of learner assessment. In addition, there were miniversities (concurrent sessions) that addressed a range of adult education issues identified by the adult educators and training facilitators.

The other two major training events are the fall and spring Regional workshops. These workshops are planned, organized and conducted by the regional coordinators for ABE teachers, administrators, community education directors, volunteers, and educational support staff.

Adult education projects in the state are divided into 56 consortia. Each consortium is comprised of several school districts. Representatives of 53 of the 56 educational consortia have participated in the major training activities provided by the LTN.

Local Training

In addition to instructor training provided through the LTN, staff training is provided within each consortium on an as-needed basis. The local training may focus on themes introduced during the Summer Intensives. The lead teacher in the consortium, who may also be an LTN training facilitator, is responsible for the training. The consortia conduct orientation training for new teachers. This local training is funded through the adult basic education program.

Content of Training Services

Needs Assessment

Underlying the training activities are needs assessments conducted by the training facilitators on an ongoing basis. The needs assessment is an interactive process between the training facilitators and the local ABE teachers. After discussions with local teachers, the teachers are asked to complete a checklist of topics on which they need more information. These checklists become the basis for determining the specific training activities at the Summer

Intensives and the Regional meetings. The LTN project manager and state coordinator also make recommendations based on site visits and discussions with ABE instructors. The LTN staff discuss these issues and then come to a consensus for the training. Training is also provided to implement new state directives.

In general, the results of the needs assessment for training facilitators indicate a continued emphasis on process training. Instructors, however, say they want content, particularly hands-on materials to use in the classroom. The program is trying to integrate content with such process training as development of communication skills and conflict resolution.

Training Objectives

The primary emphasis of this training program is how to structure learning for the adult learner. Staff development is concerned with how to work collaboratively with the learner to identify the learners needs and provide the appropriate context for learning. Through their own training, adult educators learn how to implement a learner-centered model in their own programs.

Levels of Training

In order to standardize professional practices and provide structure for the ongoing training of the ABE instructor, the LTN and the MDE developed three levels of training--Level A, Level B, and Level C. Instructors move from Level A to Level C as they gain competencies in adult education.

- Level A is an orientation for new instructors. It is designed to give a basic overview of ABE in Minnesota, including the definition of literacy, characteristics of the adult learner, funding sources, opportunities for staff training and development, delivery systems, individual learning plans and contracts, and utilization of community resources. Level A is a prerequisite for registration for the Summer Intensives.

- Level B is for the more experienced instructor. It focuses on the individual ABE professional and the application of knowledge, skills, and attitudes as they pertain to personal and classroom use. It includes the following areas: use and purpose of personal inventories (i.e., Strength Deployment Inventory, Myers-Briggs Type Inventory, Social Styles Inventory, Firo B), adult learning theories, communication skills (interpersonal communication, group dynamics, and conflict resolution), and classroom management techniques. Completion of Level B is the minimal requirement to be considered for a training facilitator position.

- Level C for the experienced instructor provides the opportunity to hone individual skills in a variety of personal interest and professional growth areas of specialization. It includes the development of skills and knowledge in the following areas: essential learning strategies, computer-assisted instruction, identification of different learning styles and application of appropriate learning strategies, learner-centered assessment in the individual learning plan of each student, sensitivity to cultural diversity, and the utilization of Bloom's taxonomy to develop critical thinking skills. Areas of special interest may include content (i.e., reading, writing, math), special needs clients, personal growth, and supervision (i.e., evaluation, data management, team building). Level C views the instructor as a life-long learner who applies learner-centered assessment to his or her own life.

Training Materials

No specific set of commercial training materials is used by the program. However, since much of the training revolves around process, some materials are introduced. Frequently mentioned process training materials include the Myers-Briggs, the Strength Development Inventory, and the Social Styles Inventory. Research literature is also introduced during the training sessions to provide a context for the training.

Teacher-developed materials are shared during the training. Other instructors can then adapt these materials to meet their own needs.

Compensation for Training

Compensation for training varies with the individual program. Some programs pay for the inservice training and mandate that the teachers participate. For those that do not reimburse teachers, training is on a voluntary basis. Inservice training is often held on Saturdays when participation is voluntary.

Follow-Up Activities

Follow-up to determine if learning is transferred to the classroom, while not systematically implemented, is carried out in a number of ways. First, instructor training is organized into Summer Intensives followed by fall and spring Regionals. This sequencing enables training facilitators to follow through on themes introduced during the Summer Intensives. Second, training facilitators are lead teachers at the local level. They monitor programs locally and provide training if the need arises. Follow-up is often informal and participant-initiated. A local instructor may ask the lead teacher for more information. Third, LTN staff may visit local programs and conduct on-site observations, provide support to the instructors, and determine if the training is working. Finally, local consortia may identify problems that instructors are encountering and relate these to the Network. This may necessitate additional training at the local level. Training facilitators can be reimbursed as consultants when they provide training at the local level.

Summary

Key Elements of the Program

Administrators and trainers cited several factors associated with the success of LTN:

- Coordination of services between the State Department of Education, the Literacy Training Network and the training facilitators;

- A common vision for personal growth of training facilitator, instructor, and adult learner;
- Dedication and commitment of training facilitators to the program;
- Learner-centered training model that is practical and experiential; and
- Training activities that are based on the needs of the learner.

Recommendations for a More Effective Program

Trainers and administrators offered several recommendations for making the program more effective:

- Conduct more follow-up and on-site observations at the local level;
- Provide opportunities for more outside training (i.e., national conferences) to know what is on the cutting edge;
- Compensate training facilitators for their work; and
- Recognize ABE instructors professionally as K-12 instructors with appropriate benefits and salaries.

BUREAU OF PROGRAM DEVELOPMENT, EVALUATION, AND TRAINING
NEW JERSEY

Contact: Janet Buongiorno (609) 777-0577

Background

The Bureau of Program Development, Evaluation, and Training is responsible for all statewide and regional training of adult education instructors in New Jersey. Its primary objective is to improve knowledge and skills of instructional staff to enhance adult education instruction; recurring themes include content-specific methodology, approaches to teaching adults, and the importance of critical thinking skills. The Bureau is housed in the Division of Adult Education (DAE), which is a major division of the State Department of Education. Currently the division is being restructured.

Both the Department of Education and the Division of Adult Education have demonstrated strong support for training efforts. Their staff are sometimes consulted or used to conduct training sessions when expertise in a particular area is needed. For example, a DAE staff member conducted a series of workshops on Youth Corps. Other state agencies have been equally helpful. The Commission on Employment and Training has provided information to inform the content of training and has assisted the Bureau of Program Development, Evaluation, and Training in establishing an interagency cooperative agreement with the Department of Human Affairs. Subsequently, the Department of Human Affairs has provided several adult education workshops for the Bureau. The Bureau of Labor Statistics also has conducted a workshop on occupations in the 1990s, attended by teachers and administrators.

Organizational Structure

The Bureau of Program Development, Evaluation, and Training is administered by a full-time manager through whom all training must be approved; however, only one-third of her time is devoted to training. The remaining two-thirds is divided equally between program development and evaluation duties. Although each of the five other staff members in this Bureau respond to program questions, three have major training responsibilities. One program specialist, who spends 60 percent of her time on training, generally coordinates the training efforts and distributes assignments to fellow staff members and consultants. Two other staff members spend 30 to 40 percent of their time on training; one hires consultants and organizes the annual directors' institute and the other coordinates and conducts English-as-a-second-language (ESL) instructor training. In addition to staff, more than 50 consultants were used for training last year. All of the program staff have been with the Bureau for at least three years; turnover is primarily a result of promotions.

Bureau staff are also responsible for a variety of other programs and activities, including: conducting Federally mandated monitoring of local programs; administering special projects such as Federal SLIAG/amnesty, English literacy, and homeless grants; overseeing GED Testing; producing a biannual newsletter of updates on training; developing curricula; and managing public relations for adult education in the state. Of these tasks, monitoring local programs consumes the bulk of non-training time. These activities also enable staff members to keep in close contact with the programs and remain informed of program training and technical assistance needs.

The Bureau organizes regional and local training events in response to needs expressed by adult education programs. Federal 353 funds cover all direct training costs, while Bureau staff salaries are paid partly by state (three staff members and the manager) and partly by Federal (two staff members) monies. The Bureau staff are the primary trainers, but consultants and staff from other departments are used often. For example, a recent three-day workshop offered by the Bureau was conducted by the Academy for the Advancement of Teaching and Management. The Academy, which is 70 percent self-supporting and 30 percent financed by the New Jersey Department of Education, has conducted two training events for the Bureau to date in 1991.

Training Staff

Bureau staff involved in training had backgrounds in adult education instruction, as teachers and program coordinators, prior to joining the Bureau. Qualifications of the trainers, whether Bureau staff or consultants, depend on the specific workshops, but the DAE has established specific criteria for hiring training consultants. The major requirements include expertise in the subject being taught, presentation skills that emphasize an interactive style and the experiential model, and availability. Staff also make an effort to hire consultants who are not over-exposed on the training circuit. Consultants are usually selected through recommendations from local program directors or regional resource centers, and observations at monitoring visits. In recent years, consultants have been hired from local programs rather than from the state.

Bureau staff take advantage of available training opportunities, including those offered by the Bureau through consultants. All staff members attend major in-state conferences and at least one representative attends major out-of-state conferences. For example, one Bureau trainer spent two weeks at a leadership academy last summer and another has attended three workshops this year. Trainer education is financed under the travel budget; there is no training line-item in the budget.

Delivery of Services

The Bureau uses a number of approaches to provide training to adult education instructors. The overall design and content of the training program is built on a foundation of three training offerings: the director's institute, fall regional training, and orientation for new teachers. Training is conducted at the state office, at central locations around the state, regionally, and on-site at local programs. During the past three or four years, several sessions have been added to the core training. The full annual training complement, which provided training to more than 1,900 teachers in 1990 (duplicated count) includes:

- **Annual Orientation.** All new adult education teachers must attend an orientation according to the adult education program code. Most programs send their new teachers to the Bureau's orientation rather than conduct an extensive in-house training. In the past, this one-day orientation has been conducted regionally. In FY

1991, a statewide overnight orientation training will give an overview of how the project system works and the background and philosophies of adult education. Orientation in FY 1992 will cover curriculum and methodology and expand the background and philosophy segments of the training.

- **Directors' Round Table.** In each of the three regions--North, Central, and South--the directors gather once a year to discuss new materials and ideas.

- **Subject-Specific Regional Training.** Subject-specific workshops are offered by DAE and are spread out across the state based on where local programs are located. This training is typically held three afternoons and evenings a week over a two-week period during a convenient break in late fall. Topics are repeated so that teachers can attend a workshop convenient to their location and schedules; regional workshops in December 1990 focused on employability, writing, math, ESL, and critical thinking. Attendance at these sessions can reach 600 or more.

- **Sharing Sessions.** Teachers are gathered by program category (e.g., GED teachers) to share their expertise in one-day sessions.

- **Summer Institute.** This three-day annual event contains a number of specialized tracks. In 1991, the Institute featured tracks for new ESL teachers, experienced ESL teachers, and directors. Each track generally draws about 25 to 30 participants. Most of the trainers in the institute are consultants.

- **Conferences.** New Jersey and Pennsylvania conduct a two-day conference annually. New Jersey also offers a two-day directors' institute in the spring.

- **On-Site Training.** The Bureau periodically provides half-day training sessions at the request of local programs, on a special topic of their choice.

Every funded adult education program must incorporate staff development in its program in order to receive funding; the plan must include new teacher orientation "to assist new teachers in working effectively with adult learners and to be more knowledgeable about local program philosophy and organization" (Chapter 30, Adult Education Program). Bureau staff regularly monitor all programs for adherence to this and other requirements. The monitoring procedure also gives the Bureau staff an opportunity to find out from program staff what training and technical assistance would most help their adult instructors.

Content of Training Services

Needs Assessment

The objective of the state training program this year has been to target teachers who have no background in working with adults or who do not have subject knowledge, especially in ESL. These objectives were chosen based on results of monitoring reports, responses to training surveys distributed at the beginning of the school year, and feedback from workshop evaluations.

Through monitoring visits to local programs, Bureau staff found some problems with teachers' understanding of their subject material and students' test results.

Feedback from annual training surveys and evaluations from workshops are significant factors in determining the content and focus of training services. Bureau staff are responsive to these comments and have adjusted training accordingly. For example, the state program in recent years has moved away from theory to a more practical approach.

Training Objectives

Training for adult basic skills instructors has reflected an emphasis on critical thinking skills, employability skills, literacy/low-level readers, and math. The focus in ESL has been on working with individuals who are illiterate in their native language, managing multi-level classrooms, and integrating the four skill areas (listening, speaking, reading, writing). ESL training staff have also concentrated on the use of real language in the classroom, cross-cultural awareness, cooperative language learning, and student-centered activities. Other general topics include individual learning styles, family literacy, and workplace literacy.

The State Department of Education issues curriculum guides for teachers to use in adult basic skills and ESL classes. These guides provide a list of suggested skills to be taught for various levels, with the ESL guide providing extensive detail and additional suggestions for ESL instructional methodologies.

Instructional Strategies

State training staff emphasize and hire consultants who emphasize a practice-oriented approach. A variety of strategies are utilized, including small group instruction, discussion and shared experiences, peer coaching and cooperative learning, modeling, role play, and use of overheads, videos, and slides. Trainers also ask teachers to give a plan of action for their classrooms, based on their training experiences. Straight lecturing is kept to a minimum.

Training Materials

The types of materials that are used vary depending on the type of training and the preferences of the different consultants that are used. For some subjects, such as learning disabilities, trainers utilize commercially prepared packages. For other topics, trainers rely on current research literature. The ESL curriculum guide also provides a list of selected materials. Staff update materials after each workshop and adapt them to the needs of each audience.

Compensation for Training

Compensation for training varies with individual programs. More often than not, teachers participate in training sessions on their own time. Training conducted by the Bureau is free; Academy training is $350 for three days, but the cost is picked up by the Bureau. Local programs may compensate some teachers for travel reimbursement.

Follow-Up Activities

While it is difficult to determine the extent to which training experiences are transferred to classrooms, state staff rely on observations from monitoring local programs, survey responses from teachers, workshop evaluations, and regular feedback through phone calls and letters from the field. Routine follow-up is not built into the training program. Local program coordinators are also required to report on teachers annually; their comments are incorporated into the monitoring reports.

Teacher responses from workshop evaluations have led to significant changes in the content and logistics of training sessions. In addition to moving training to a more practice-oriented approach, coordinators have changed times, location, consultants (they rely less on state staff and more on consultants from local programs), and the length of training sessions; and training includes more sharing sessions so that teachers can observe their peers' strategies and approaches.

Summary

Key Elements of the Program

Training staff believe that the success of their program is based on their immediate responsiveness to the needs of teachers and their willingness to adapt their training accordingly. Their effectiveness is also enhanced because the field trusts them and because their dual role as monitor and trainer helps to provide a unified program for the entire state. Because training is centralized, participants and trainers are geared toward the same goals and the state training staff provide a framework for working toward those goals.

State staff measure the success of their training efforts with the same tools that are used to conduct needs assessments: monitoring visits, workshop evaluations by participants, and regular correspondence from the field. Success is also measured by indicators such as increases in student reading levels, movement from one program level to the next, and rates of passing the GED Tests.

Recommendations for a More Effective Program

State staff indicated that ongoing follow-up in the classroom is a goal for the future. The Bureau also wants to separate monitoring from technical assistance functions. Future plans also include setting up a mentoring system for newly trained teachers.

SYSTEM FOR ADULT BASIC EDUCATION SUPPORT (SABES) MASSACHUSETTS

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Background

In its 1989-93 state plan for adult basic education, the Massachusetts Department of Education outlined a System for Adult Basic Education Support (SABES), a three-year statewide developmental project whose purpose is to "strengthen and expand the capacity of adult education programs throughout the state." Task forces composed of adult education teachers, counselors, and administrators, and staff from the state Bureau of Adult Education conceptualized SABES as a structure that would be grounded in the needs of the field and would look systematically at staff development and program development. Included in the SABES structure are four supportive functions: staff development, program development, a clearinghouse, and a research and design component.

The Bureau of Adult Education, a Central Resource Center at World Education, and five regional support centers located at community colleges combined their creative and financial resources to conceptualize and implement SABES. World Education's involvement as a Central Resource Center was based on its experience in providing training, evaluation, materials, and technical assistance to international, national, and local literacy programs. World Education was previously involved in developing a volunteer training program through the Commonwealth Literacy Campaign of Massachusetts (CLC), whose training component served as one model for SABES training.

SABES is the state's primary 353 grantee, with World Education and the five community colleges serving as the fiscal agents for these funds. Approximately $327,000, or about half of the funds from 353 money, were used for staff development in FY 1991. Each institution has a separate contract with the State Department of Education, with approximately $75,000 going to each regional center--$43,000 for staff development. An additional $350,000 goes to World Education, with $110,000 supporting staff involved in staff development activities. Funding is also used for mini-grants for innovative teacher and counselor projects and for workshops, study circles, mentoring, peer observation, and other forms of staff development.

The Bureau of Adult Education is closely involved in SABES activities. The state's 353 coordinator serves as the formal liaison for staff development and attends weekly regional meetings. The state office guides the re-funding process and formulated much of the SABES structure in a three-year RFP, based on input from the practitioner task forces described above. The state director of adult education was also heavily involved in drafting the RFP and has had substantial input into establishing priorities under SABES.

Organizational Structure

As the Central Resource Center for SABES, World Education employs development, training, and administrative staff and provides technical assistance to the state's five regional support centers. Each center employs a full-time coordinator and hires consultants to conduct training.

The SABES Advisory Group consists of 14 members, including local program directors and staff, about half of whom were members of the original task forces established to conceptualize SABES. The group meets three times per year to discuss staff development and program development needs and to assist in overall policy and direction for SABES. In the place of a formal governing board, a steering committee also contributes to policy and direction for SABES. The committee meets every other month and consists of the state 353 coordinator, regional center directors, and top staff from World Education.

Training Staff

SABES staff from World Education include the director (95 percent of her time is funded by SABES, with 20 percent related to staff development), program development coordinator (40 percent paid through SABES), a staff development coordinator (80 percent through SABES), a program specialist/trainer (75 percent through SABES), a clearinghouse coordinator (half-time), a library director and librarian (part-time), a consultant (half-time) who coordinates a statewide newsletter and other publications, and a hotline coordinator (part-time). The SABES staff structure was conceived initially as having few full-time staff and a pool of consultants. No technical assistance staff were built into the system, although at least one trainer serves that function on an as-needed basis. Dozens of consultants and local practitioners are used statewide to provide training, in addition to World Education and regional center staff.

Staff involved in training had backgrounds in adult education instruction, as teachers, program directors, and technical assistance providers, prior to joining SABES. Most staff had master's degrees in education-related fields. Qualifications of the trainers are based on criteria and controls processes established by each regional center and by World Education.

Delivery of Services

The staff development component of SABES encompasses a variety of activities, which are designed primarily for instructors but include activities for counselors, administrators, and support staff. The delivery structure was set up based on the belief that single workshops do not have a lasting impact on teachers; rather, activities that build on one another have more long-range effect on practice, especially when mentoring and peer coaching are used. The study-plan-practice-share-evaluate model also motivates teachers to try out what they have learned. SABES staff believe that the structure builds their visibility and credibility with teachers and meets the immediate needs of teachers. SABES regional coordinators work with practitioners in their regions to develop a menu of activities, averaging 40 to 50 training offerings in each region annually. Typically, 10 to 15 practitioners attend each session, with larger numbers attending conferences and popular sessions. Staff development activities offered through SABES include the following:

- **Staff development facilitator training.** SABES is pilot testing training in 14 local programs, orienting staff development facilitators to their facilitator role. The training looks at the planning process and developing action plans, regional networking, professional learning, and brainstorming on staff development issues.

- **Orientation for new staff.** A 15-hour course delivered regionally and set up by regional coordinators. The orientation, which is available to ABE, ESL, and GED teachers, counselors, and support service staff, was field tested and revised with practitioner input. The course is delivered over a series of weeks to give participants an opportunity to try new methods in their classrooms and discuss them afterwards as a group.

- **Workshops.** Held on-site or regionally covering a topic of interest to a local program or region. Some workshops are also held statewide.

- **Mini-courses.** Provide an in-depth investigation on a given topic, usually through a series of four to eight workshops.

- **Study circles.** A group of instructors who gather informally, over time, to investigate a topic of interest and create their own learning experiences. The group decides where and how often to meet.

- **Teacher-researcher projects.** An organized schedule of activities that a teacher undertakes on his or her own to investigate a topic of interest. Teachers may choose to read research literature, talk to experts, conduct individual research in the classroom, share findings with other practitioners, or design a workshop on the topic being researched.

- **Mini-grants.** The state also awards mini-grants (under $500) to support research by local programs and individuals, production of classroom materials, and publication of learner-generated materials.

Additional staff development opportunities include peer observation and mentoring, networking among practitioners, brown bag sessions, and attendance at regional, state, and national conferences.

Content of Training Services

Needs Assessment

Staff development needs are driven by local program goals and are assessed at the regional and statewide levels. Initial assessment of needs was conducted through open meetings in which regional coordinators interviewed administrators and teachers. Ongoing needs assessment for each region is determined through a "structured but informal" process. Because of the diversity among regions, a variety of needs assessment mechanisms are utilized, including program visits, bi-annual open meetings, phone calls and individual meetings with program administrators and teachers, review of ABE instructional proposals, review of peer evaluations, and feedback from workshops. Regional coordinators have differing opinions on establishment of formal needs assessment procedures.

Training Objectives

Task force meetings conducted at the inception of SABES generated recommendations for the direction of the training component in SABES. Framers of the SABES structure had to grapple with three major issues facing adult education instructors in Massachusetts: the diversity of programs, program participants, and experience of teachers; resource constraints of a mostly part-time staff; and a desire to draw upon the existing expertise of practitioners. The task force determined that staff development would need to offer comprehensive mechanisms and strategies to plan for staff development, and should enable adult educators to share expertise, develop activities together, and impart skills and knowledge needed for individual practitioners. Based on the task force reports, SABES staff agreed that the SABES staff development structure would contain two basic elements: an orientation for new staff and a broader staff development process for experienced staff. The orientation was chosen to give new staff a shared foundation in the knowledge, skills, and approaches needed to teach adults, as well as provide a framework for adult learning and education so that teachers will know why they choose techniques and when to use them. The staff development process was based on the principle that training offerings would include a study-plan-practice-share approach.

SABES staff initially focused on the orientation component for new staff and are now developing the staff development process. They are currently training leaders or "staff development facilitators" at 14 pilot sites to work with their local programs and encourage them to strengthen the delivery and content of their training. Each facilitator will serve as a liaison between staff in his or her program, other programs, and the SABES regional coordinator; lead the planning process for staff development in his or her program; and document staff development activities.

As SABES ends its second year, training staff are modifying the study-plan-practice approach and de-emphasizing the core curriculum to include more peer observation, mentoring, and training across functions (e.g., counseling, management). SABES staff are also providing more technical assistance to individual programs, integrating program development and staff development, and developing a Regional Materials Resource Collection for practitioners.

Staff development content under SABES is based on the primary program goal of meeting the individual's needs while strengthening the overall system. Content is also based on a learner-centered, participatory approach to teaching and training.

Training Topics

The new teacher orientation, which provides training to ABE, ESL, and GED teachers, counselors, and support staff, follows the content outlined in detail in the orientation curriculum guide. Facilitators are given flexibility in how to schedule the sessions for a particular group or region, but generally, the sessions follow in the same order. The orientation begins with an introduction and explanation of the context and goals of the training so that new teachers see the topics and sessions as part of an integrated whole. Other topics that are covered during the first day include: What is Literacy?; Materials; The Learner in the Community and Social Network: Investigative Activities; and The Big Picture: Adult Education in Massachusetts and Beyond. The second day's activities include: The Learner within the Community: Problem Posing Activities; Techniques and Methods; and Lesson Planning. The third day finishes with five sessions: The Learner within the Community: Learner-Centered Classrooms; Connecting to Resource Network and Support Systems; How Adults Learn as Individuals; Assessment; and Experience of Being an Adult Educator: Realities and Ideals. Teachers are also asked to complete a daily evaluation of the training.

A variety of similar topics are addressed in other SABES inservice activities provided through the regional support centers. Some of the topics covered in 1990-91 include: Process Writing, Methods and Materials for Basic ESL, Alternative Assessment, Teachers as Researchers, Counseling Skills for Teachers, Cultural Awareness, Family Literacy, What We Think We Know About Dealing with Adult Learners, Curriculum Development, Teaching the Dyslexic Student, Learning Disabilities, Whole Language, TPR and Drama in the ESL Classroom, Acting Out: A Visual Way of Writing, and Student Reading from the New Word.

Instructional Strategies

Training is led by World Education training staff and regional consultants, with small group facilitation frequently provided by regional coordinators. Much activity is geared around teacher questions, allowing them to learn from shared experiences. In the new teacher orientation, participants engage in a variety of hands-on activities that model participatory approaches to be used in ABE and ESL classrooms. These activities enable teachers to get to know one another, collaborate in problem solving, and establish a basis for future networking. Some of these instructional strategies include peer teaching, brainstorming, discussion, problem solving and problem posing, and role play.

Training Materials

The majority of resources used in staff development activities are adapted from materials that an individual teacher or consultant has developed, used, and found to work very well in the ABE or ESL classroom. Consultants draw on some adult education textbooks but do not use them in their training sessions. Teachers have indicated that they like teacher-generated materials and other hands-on, experiential, real-life materials. In the orientation workshops, materials were newly generated by SABES staff, but teachers have been involved in field testing them. Extensive orientation curriculum guides were developed for orientation and staff development facilitators and are continuing to be revised and improved by trainers and practitioners.

Compensation for Training

Compensation for training varies with individual programs. State funds are made available to local programs so that they may provide release time for staff to attend training sessions conducted by their regional support center. New state requirements for teachers in FY 1991 provide additional incentive for teachers to participate in training activities. All adult education staff are required to receive a minimum number of hours of staff development annually--up to 50 hours, depending on the number of hours an individual works.

Follow-Up Activities

Formal follow-up activities are not yet established across all regions. This is due partly to the fact that release time is limited for staff and because of high turnover in Boston and other urban areas. The new teacher orientation builds in a follow-up component by scheduling teacher "reunions," where a group of trained teachers convene again to share their experiences within a few weeks after receiving training. SABES staff are considering integration of these reunion sessions into additional inservice activities.

Determining the application of staff development principles into the classroom has been difficult. SABES staff conducted a field test of program accountability standards (based on attendance records, achievement of interim benchmarks, and the extent to which students met stated goals), but suspended this activity after nine months because of limited resources. SABES staff also plan to provide follow-up through peer observation.

Summary

Key Elements of the Program

Training staff believe that the success of their program is based on the following program elements and guiding principles:

- SABES is a process, not a product, and provides a variety of ways for adult education staff to pursue training;
- Staff development mirrors what teachers should be doing with their students (e.g., learner-centered approach);
- A regionally based delivery structure allows for flexibility and adaptability to each region and develops local capacity;
- SABES offers a comprehensive approach that motivates local programs to develop learning plans and think about the staff development process in a structured way;
- Staff development opportunities serve to validate what teachers are doing in the classroom;
- Staff development is in direct response to what teachers request; and
- The staff development facilitator model works well in a state that has inservice training requirements and reimburses teachers who attend training.

Recommendations for a More Effective Program

SABES administrators and trainers cited several steps that could be taken to improve staff development through SABES:

- Seek additional money to fund expanded SABES projects, practitioner-generated activities and work by regional coordinators;
- Provide separate staff development activities for ABE and ESL teachers; and
- Strengthen training options other than workshops, e.g., technical assistance, on-site observation, and mentoring.

DADE COUNTY ADULT ASSESSMENT SYSTEM FOR ESOL (DCAASE) MIAMI, FLORIDA

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Background

The Dade County Adult Assessment System for ESOL (DCAASE) includes an Advisory Council within the Dade County Public Schools' Office of Vocational, Adult, Career and Community Education (OVACCE) in Miami, Florida. The DCAASE Council, created in 1986 in response to a recommendation by the State Department of Education that the Dade County Adult ESOL program be standardized across all sites, is the primary decision-making body for ESOL training in the county. Its purpose is to obtain consensus on direction for adult ESOL programs through a team-building process. One of the Council's primary objectives is to move away from a grammar-oriented, textbook approach to ESOL and towards a competency-based ESOL curriculum designed to meet the specific needs of Dade County's immigrant population. Direction toward this objective was provided initially by trainers of the Comprehensive Adult Student Assessment System (CASAS, a curriculum management system) who trained DCAASE Council members in competency-based education. The concept of competency-based education was further reinforced through training from Bill Bliss, author of the ESL textbook series, *Expressways.* To further meet its goal of implementing the curriculum, the DCAASE Council established an internal teacher-training system.

DCAASE is supported by Federal 321 funds ($43,197 in 1991), which cover the salaries of an education specialist and a secretary. Local tax-levied dollars ($78,300 in 1991) support the training activities and the salary of the education specialist responsible for training. In-kind contributions are provided by OVACCE administrators for supervision and coordination activities, and by Council members for meetings and monitoring training at school sites. To facilitate teacher attendance at training sessions, the county provides a speakers bureau to local programs. These speakers cover classes for teachers attending inservice training.

Organizational Structure

The DCAASE Council activities are coordinated by two full-time education specialists. One education specialist, who has been with DCAASE since its inception, is responsible for coordinating Council activities; providing a 30-minute Spanish language television show, "Informacíon Escolar," aimed at raising the level of educational awareness among Hispanics; answering varied telephone calls from members of the Hispanic community; providing input into the ESOL guide for teachers; and disseminating information about DCAASE and educational opportunities for Hispanics through OVACCE. The other specialist, hired in January 1991, is responsible for developing the curriculum guide, preparing training materials, and providing training for adult education ESOL teachers.

Membership on the DCAASE Council includes teachers, ESOL coordinators, and other school-based administrators from the county's 25 adult education centers providing ESOL programs; and officials representing OVACCE. The Council, which currently has 49 representatives, meets once per month. Council members are trained in the competency-based curriculum as a group and are expected to pass on this training to other teachers. Several subcommittees operate within DCAASE. The Technical Assistance Subcommittee, for example, was formed to help ESOL teachers and program managers at adult education centers when problems arise, and to work on specific issues such as test development. A center administrator, in conjunction with the DCAASE Council member at the center, can request that a subcommittee member visit the center and provide individualized training and assistance to the ESOL teacher needing help. In addition, several ad hoc committees have been formed.

The decisions of the Council are approved by the executive director of the Division of Adult/Community Education, who reports to the assistant superintendent of OVACCE.

Delivery of Services

Inservice training for Dade County ESOL teachers is provided through two major vehicles. The primary method is to conduct training on an as-needed basis for the County's 25 adult education centers. Local centers may request training on one or a combination of topics, for a specified amount of time (usually one or two hours), depending on the center's ability to compensate teachers or provide substitute teachers for those attending a session. Teachers are given a needs assessment form to prioritize the kinds of topics they would like to see covered. DCAASE training staff use these needs assessments to prepare a workshop around the subjects given the highest priority by teachers. Six of these workshops have been held at various adult education centers so far this year, with attendance ranging from 10 to 58 teachers per workshop. This schedule is comparable to the DCAASE trainer's training load as a consultant in 1990; the training schedule is expected to be heavier this fall.

The second activity is a 10-hour training series through the state-funded Teacher Education Center (TEC). Training through TEC was initially targeted to K-12 teachers in response to a court case mandating that the state's public schools target more of their efforts to the needs of limited English proficient individuals. Training for adult education teachers is conducted by university staff, outside consultants, or the DCAASE trainer (on her own time) at Florida International University on three consecutive Saturdays. The first series for adult ESOL teachers was conducted in March; seven teachers were trained. The second series, currently underway, is training 17 teachers.

At present, these two delivery modes serve to meet the needs of individual centers and help teachers fulfill requirements for their recertification. All teachers hired through the Dade County Public Schools must be recertified to teach every five years. To be recertified, teachers must accrue 120 "Master Plan points" through inservice training or six college credits in a given subject area. Teachers can accrue TEC credits through inservice workshops held on-site, provided that all the DCAASE objectives are met at some point.

Content of Training Services

Needs Assessment

DCAASE training staff identified several barriers to training ESOL teachers: a lack of resources for training at the local level, difficulties in scheduling for the county's mostly part-time teachers, and the fact that the state does not require teachers to have ESOL expertise or certification. To address these deficiencies, the monthly DCAASE Council meetings generated ideas about the training needs of local programs and teachers. The Council also recently developed a simple needs assessment form that teachers complete when their center requests an inservice workshop. Needs for future inservice workshops are also identified in one-page Facilitator Reports that trainers provide to program coordinators at the end of each training session. These reports indicate what was accomplished with teachers in a given session and what training needs should be addressed in the next training activity.

Training Objectives

The primary objectives of DCAASE training are to identify successful strategies for teaching ESOL and to make teachers aware of the principles of competency-based ESOL instruction delineated in the recently developed Basic Adult Language Skills and Activities (BALSA) curriculum guide for adult ESOL teachers. The guide, which was compiled with extensive input from the DCAASE Council, illustrates the county's move toward a life-skills orientation that looks at language holistically in terms of the humanistic, communicative, and functional needs of limited English proficient adults.

DCAASE training looks at ways of understanding and utilizing Freirean principles of classroom management, using the model of teacher as facilitator and the learner (student) as an empowered, self-directed contributor to the learning process. Other elements that are covered include: second language acquisition, the role of the affective, performance expectations of adults (especially pronunciation), Total Physical Response, multisensory approaches in ESOL, cooperative learning, the language experience approach, journal writing, semantic mapping, cross-cultural comparison, and holistic evaluation techniques. Training also addresses issues related to immigrant rights and south Florida issues.

Instructional Strategies

In a typical on-site workshop, Freirean and other theoretical principles are introduced briefly in a lecture format and are interwoven through the trainer's modeling of ESOL teaching techniques. Freirean principles are covered more extensively in TEC training, as are rationales behind language acquisition (a day of lecture followed by a day of demonstration). The trainer also breaks teachers into small groups to simulate classroom activities that demonstrate Freirean principles such as cooperative learning, learner decision-making, and the facilitator role of the teacher. The trainer models appropriate ESOL techniques throughout a session. As a culminating activity of the 10-hour TEC training, teachers break into groups and must demonstrate that they can develop and deliver a multisensory lesson based on DCAASE objectives.

Training Materials

Trainers rely primarily on handouts derived from realia (e.g., menu, bus schedule, grocery bill) and self-developed materials, as well as excerpts from research literature and some commercial texts. The BALSA curriculum guide and Statement of Philosophy, both developed by the DCAASE Council, serve as resources for teachers who are incorporating a competency-based curriculum into their classes. Non-commercial materials are emphasized because DCAASE feels that teachers should try to develop their own resources using the BALSA curriculum as a guide. ESOL teachers also have access to two videos produced exclusively for use in Dade County that demonstrate the competency-based approaches used in *Expressways* and *Real-Life English*. These texts are used widely in Dade County classrooms.

Compensation for Training

Teachers are usually given compensatory time for attending inservice training, but this depends on the policies and resources of each local adult education program. Teachers are not compensated for attending Saturday sessions through TEC. In the absence of monetary incentives, teachers receive Master Plan points toward recertification--one point for each hour of inservice training.

Follow-Up Activities

While no formal or systematic follow-up activities are currently in place, several informal channels allow for some measure of follow-up. Teachers receive feedback when they submit lesson plans at TEC training; the DCAASE coordinator and trainer are easily accessible by phone, and at least one DCAASE Council representative is available at each school site for consultation or for requests for technical assistance if teachers are having any difficulties.

Summary

Key Elements of the Program

Several elements were identified by the DCAASE administrators and teachers as being key to their program's success. These elements include:

- Accessibility to a training specialist through DCAASE;
- A unified curriculum that guides training and serves as a resource for teachers in implementing a competency-based curriculum in their classrooms;
- The leadership of the DCAASE Council, which includes representation for teachers and each local program;
- Accountability mechanisms, e.g., sign-in sheets, workshop evaluations, facilitator reports;

- Hands-on, practical nature of training (strategies that teachers can apply directly in the classroom); and

- Scheduling of training activities at times that are convenient to teachers.

Recommendations for a More Effective Program

OVACCE administrators and local program coordinators offered several suggestions for improving the training program. One local program coordinator recommended that DCAASE develop a materials package indicating specific materials teachers can use for a given topic rather than relying on textbooks. This would be useful for part-time teachers or substitutes in programs with high absenteeism.

The DCAASE trainer indicated that she plans to implement a systematic follow-up process that involves peer coaching and follow-up by assistant principals at each center. These administrators would ideally use a checklist, classroom observation, or an interview several months after training to see how teachers have incorporated the training in their classes. In the future, some accountability measures may be implemented when students are tested on competencies identified in the BALSA curriculum guide.

PROJECT READ
SAN FRANCISCO PUBLIC LIBRARY

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Background

Project Read is a locally-based program operated under the auspices of the San Francisco Public Library to recruit and train individual volunteer tutors to assist adult learners in the San Francisco, California area to improve their literacy skills. The program has been in existence for more than eight years. In the first year it was funded through the Friends of the Library with a Federal grant. For the next five years it was funded through the California Literacy Campaign, a state-supported program administered through the California library system to establish adult literacy volunteer tutorial programs through public libraries. After that five-year funding period--viewed as "seed money" by the state--ended, the program was expected to become institutionalized with local sources of support, but had some problems initially because of a budget crisis in the City and County of San Francisco. Project Read currently has an annual budget of approximately $187,000, which does not include funding for Family Literacy efforts. About 50 percent comes from the City and County of San Francisco (under the library budget), 20 percent from foundations and corporations, 20 percent from Federal sources, and 10 percent from individual donations.

Project Read is a part of the San Francisco Public Library, and has become formally established as a department of the city's library system. It has no formal ties to other public agencies (e.g., the State Department of Education or the State Library System). It does, however, maintain informal links to other library-based adult literacy programs in the San Francisco Bay Area and it stays in contact with the State Library System through participation in periodic literacy training support workshops conducted by that system. The project also has informal ties with the local community college system (San Francisco Community College District), in that several of the project's key tutor trainers (employed as consultants by Project Read) also teach for the district, and the district also provides training space at times to the project. Project Read has been in existence longer than many similar library-based volunteer adult literacy tutorial programs in the local area, and as such is often viewed as a resource by the programs. Project Read is particularly well-known for the quality and substance of its tutor training program.

Organizational Structure

Project Read is administered by a full-time project director, a full-time volunteer manager, and a full-time administrative assistant. These three positions are viewed by the project director as the "essential" elements of the organization's administrative structure. In addition, the paid staff includes a full-time support services coordinator and a part-time page. The project's tutor trainers are employed on a contractual basis as consultants, and the volunteers donate their services.

The project director has overall responsibility for project operations. She reports to the chief of the San Francisco Main Library, where Project Read is housed. She has been in the position for less than two years. She possesses an MSW and has extensive background in the development, management, and coordination of community-based social service programs. She views herself and the volunteer manager as having primary expertise in volunteer management, program development, program administration, and fundraising, and she relies on the tutor trainers for expertise in the content area of adult literacy. She has participated in tutor training sessions as a facilitator in the area of cross-cultural communication.

The volunteer manager has responsibility for scheduling volunteer tutor trainings, matching volunteers with tutees, and staying in contact with them as they perform their tutorial functions. She has been in the position for about one year. She has prior experience as a volunteer coordinator for a wildlife shelter.

Tutor Trainers

Training for volunteer tutors is provided through consultants who are hired by Project Read. Currently the project director relies primarily on three trainers. All three are extensively experienced in areas of staff development, adult literacy, reading, and adult learning theory. Some have been involved in Project Read from its inception. In addition to their tutorial training work for Project Read, most are themselves adult literacy instructor/practitioners, and all have done graduate work in adult education or reading. The tutor trainers were also, for the most part, responsible for developing the original training materials--to include video and print-based materials--that continue to serve as the core of the Project Read volunteer tutor training.

Delivery of Tutor Training Services

Project Read delivers tutor training services through two primary means: (1) preservice training and (2) follow-up support.

Preservice Training

Project Read provides at least six preservice training sessions per year with a maximum of 55 participants in each. The structure of preservice training involves an initial one-and-a-half-hour orientation session (conducted by the project director and volunteer manager), followed by a series of four training sessions of two and a half hours each (conducted by tutor trainers), spaced one week apart, for a total of 10 hours. One trainer conducts all four training sessions in a given series. Training is conducted in a large meeting room at the San Francisco Main Library, or sometimes in the auditorium space borrowed from the San Francisco Community College District. The volunteer manager is also present at the training sessions to provide administrative information and make announcements.

Follow-Up Activities

Following the completion of the four preservice training sessions, the volunteer manager matches up individual tutors with tutees. Once tutorial work is under way, the project offers follow-up activities once per month that are available to all tutors. These follow-up activities can include: (1) continuing education workshops on different educational topics based upon needs assessment; (2) support groups for tutors; or (3) social events for tutors. The tutor trainers also provide their phone numbers to tutors at the end of the training workshops to call for assistance. In addition, the volunteer manager receives the assistance of volunteer "tutor contacts" to phone all tutors once per month to monitor tutorial activities. Project Read also distributes a quarterly newsletter for tutors and provides a small library of teaching materials for tutors' use.

Content of Training Services

Needs Assessment

According to the project director, the staff and tutor training consultants have developed agreement on the content of training. She notes that there is an ongoing process in place that can address new training needs as they arise, citing the examples of the recent inclusion of cross-cultural communication and confidence-building into the tutorial training. While the project does not conduct a needs assessment of volunteer tutors prior to training, evaluation activities are conducted after the completion of training. From the trainers' perspective, given the relative longevity and success of the Project Read training program, the content of the training curriculum appears to be relatively set and stable, having been established a number of years previously.

Training Objectives

The project director identified the following as the project's main training objectives for tutors:

- To provide tutors with useful information and techniques to be able to teach effectively;
- To enable tutors to gain a sense of who the students are, and to be able to relate to the students on a peer level;
- To enable tutors to gain a sense of confidence--a feeling that they can "do this"; and
- To provide the tutors with access to resources to support their tutorial work.

The project has a clearly-established syllabus of training content for the four preservice tutor training workshop sessions that serves as the basis for tutor trainers to work from. Interviews with two tutor trainers suggest some flexibility in the individual approaches to content that may be employed.

One tutor trainer identified the following major content areas as being key in her conduct of the tutor training sessions:

First Session
  Introduction to reading
  Word recognition: phonics, sight words, syllabification, structural analysis
  Phonics assessment
Second Session
  Comprehension questioning/modeling techniques
  Comprehension testing
Third Session
  Finding materials, simplifying them, readability formula, language experience
  Process writing, spelling, vocabulary
Fourth Session
  Learning styles, nonstandard English, ESL
  Lesson planning, putting it together in the framework of thematic based readings

Another tutor trainer characterized the content of her four-session training workshop series as follows:

Reading process (simulating beginning reading)
Problems that learners might have
Different learning styles (case studies)
Characteristics of adult learners
Evaluating reading
Strategies for remediation
Language-based approaches
Process of writing (pre-writing through editing)
Listening/speaking
Benchmarks for speaking
Cloze/comprehension strategies
Strategies for expository text
Demonstration lesson
Planning the first three weeks.

Instructional Strategies

The Project Read training sessions utilize a variety of instructional strategies including: whole-group lecture, pair/small group work, case studies, video, use of foreign languages to simulate illiteracy, sequenced workshops, and reading assignments between training sessions.

Training Materials

The tutor trainers interviewed report that they develop many of their own training materials. One of the trainers developed a four-part video "Teaching Adults to Read," that is generally used in the training sessions. A text entitled "Basic Literacy" (published by the Center for Literacy) is also provided to participants as a background reading source, and is used by trainers during the training sessions or for between-session reading assignments.

Compensation for Training

No compensation is provided to volunteer tutors for their participation in training. They must pay a $20 fee to cover the cost of preservice training.

Summary

Key Elements of the Program

As a result of interviews and observation, the following elements emerge as having made significant contributions to the success of this project:

- **Challenging training content.** Considerable effort over a number of years appears to have produced a training curriculum that has considerable substance in areas of literacy teaching and reading theory.

- **Strong trainers.** A consistent and competent cadre of trainers--some who have been involved with the project from its inception--has contributed a great deal to the quality of the training, and has precluded the need for considering a training of trainers approach in this program.

- **Sequenced training model.** A sequenced series of four intensive training sessions appears to be a strong element of the skills development of the tutors.

- **Videos.** The use of videos provides the opportunity to bring tutor trainees closer to the nature of the adult learners they will soon face.

- **Strong follow-up model.** The multifaceted follow-up design--particularly critical in a volunteer program--appears well-constructed and well-implemented.

Recommendations for a More Effective Program

Several recommendations were offered by administrators and trainers to make the current program more effective. These include the following:

- **Mandated follow-up for tutors.** Current follow-up activities are voluntary on the part of the tutors. Some staff suggested that mandating some form of tutor participation in follow-up activities would be desirable, although they also noted potential difficulties in enforcing such a mandate.

- **Conduct preservice training for smaller groups.** Current preservice training sessions can get as large as 50 or 55 participants. It was suggested that groups of half this size would be desirable.

- **Lengthen preservice training.** It was noted and observed that there is not currently enough time in the existing training session configuration to cover all the training materials that trainers are expected to cover. It was also noted, however, that requiring additional training time of tutors might not be possible, and that training sessions, which had previously been longer, had been reduced for this reason.

- **Consider providing more focus on ESL learners.** It was suggested that training and program focus should be expanded to include non-native speakers of English. Currently, the program makes a conscious effort to serve native speakers of English, and to training tutors accordingly.

- **Provide training free of charge.** It was suggested that it would be desirable to secure funds to avoid charging volunteers for the tutorial training.

- Provide teaching supplies for tutors to use.

CITY UNIVERSITY OF NEW YORK
NEW YORK CITY

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Background

The City University of New York (CUNY) provides adult literacy services and trains more than 240 ABE, ESL, and GED teachers at 14 campuses across New York City. It is one of about half a dozen large organizations providing training to New York City's adult educators. Other training providers include the Community Development Agency (which oversees community-based organizations), the Mayor's office, the Board of Education, and the library system. CUNY has been providing adult literacy services and related staff development activities since 1984.

CUNY receives funds from a variety of sources, including the New York City Adult Literacy Initiative, state funds, and Federal funding through the Adult Education Act. Funding is provided to each campus through a competitive grant award.

Organizational Structure

Staff development is administered through the Office of Academic Affairs, Division of Adult and Continuing Education. The central office, located in Manhattan, has a strong supervisory role, but the campuses have substantial autonomy and flexibility. Each campus has a program manager with overall administrative, instructional, and supervisory responsibility. The director of curriculum and instruction, in the Office of Academic Affairs, oversees CUNY's adult education program and the efforts of the staff development coordinators who work with ABE and ESL teachers at the different campuses.

Training Staff

Training is provided by two staff development coordinators and a pool of teachers with whom staff developers sometimes team teach. The ABE and ESL coordinators at the central office both have master's degrees and are specialists in reading and ESL. Training staff at individual campuses have bachelor's or master's degrees, with varying amounts of experience in training.

Delivery of Services

The ABE and ESL staff developers provide on-site training and technical assistance to each of the CUNY campuses. ABE and ESL teachers also have access to a variety of formal and informal staff development activities. These activities are sponsored by the central office at CUNY, individual campuses, and other local colleges and organizations such as the Literacy Assistance Center, Community Development Agency, and Teacher's College. While these training activities are directed primarily to ABE and ESL instructors, volunteers are also encouraged to attend campus-based events. In FY 1991, adult educators had access to approximately 60 staff development activities, under the following categories:

- Ongoing demonstration classes. These are six-hour-per-week classes led by the central staff development coordinators--one site for ABE teachers and one ESL site per year. The purpose is to give teachers extended, in-depth opportunities for observing and interacting with a staff development specialist;
- On-site technical assistance by staff development coordinators (e.g., preservice training for new teachers, teacher observations, small group workshops, assistance with textbook selection, team teaching, and on-site demonstration classes);
- Graduate courses involving theory, practice, and counseling issues in adult education;
- Curriculum development projects (e.g., CUNY Prep Component of the City Volunteer Corps program) relating to themes such as health, career development, and ethnic diversity;
- Campus-based staff development and sharing opportunities (e.g., Super Saturday, an annual gathering in which teachers share teaching experiences; in-house staff meetings; new-teacher orientations; and teacher-as-investigator projects);
- Formal and informal classroom observations by program managers and central office staff;
- CUNY-sponsored conferences on special topics;
- Monthly staff meetings with all 14 program managers and their key staff;
- Distinguished speakers series; and
- City-wide, state, and national conferences (e.g., the annual ABE Consortium Conference, which attracts more than 600 participants; TESOL; and International Reading Association).

The ABE staff developer is taking a leave of absence in the 1991-92 school year. The ESL developer is planning a modification of her activities to include multi-session seminars for interested teachers across campus programs as well as on-site team teaching, the facilitation of teachers visiting one another's classrooms, brown bag discussion sessions, discussions of readings, and teacher-led investigation projects.

These varied staff development offerings reflect the importance CUNY and campus administrators place on developing the professionalism of teachers and meeting the needs of an ever-changing, predominantly part-time teaching staff. Staff development activities also help teachers fulfill annual minimum requirements for receiving training. The New York State Department of Education requires that all adult education teachers receive at least 10 hours of training annually if they are part-time and experienced teachers; 15 hours if part-time and inexperienced; 20 hours if full-time and experienced; and 30 hours if full-time and inexperienced. State adult education staff have proposed more stringent requirements, including an adult education-specific certificate, an increase in the required minimum of staff development hours, and completion of college coursework.

Content of Training Services

Needs Assessment

Needs assessments are not formalized or written, largely because the needs of the field are considered to be constantly evolving and the nature of staff development "too organic" to pigeonhole on paper, especially with the high turnover of mostly part-time teachers (more than 90 percent of adult education teachers are part-time). Needs are addressed based on close, conscious observation of what teachers do and "what needs to be done." Teachers, program managers, and central office staff can determine needs through the variety of opportunities in which staff development can occur: classroom observations, staff meetings, team teaching, and demonstration classes.

Training Objectives

The philosophy that drives staff development under CUNY is that it is not a separate event or component; it is integral to the teaching process and is incorporated into everything teachers do. Teachers are thus in the continual process of examining, changing, adjusting, and reflecting upon their teaching. With this focus, staff realize that staff development takes time to develop and evolve, and requires much collaboration between teachers and administrators. Training staff and teachers believe that no one strategy works for everyone and they support the right of other practitioners to have differing points of view.

The instructional philosophy of CUNY--learner-centered, collaborative, and built on the needs and experiences of the students--is reflected in the program's approach to staff development. A wide variety of staff development activities is available to teachers who may choose from among those that best complement their own learning styles and needs. All staff training workshops and meetings are conducted as models of effective adult education practice. The goal is to foster a model of learner-centeredness in which the teachers in the classroom and the staff developers in the training session take a less dominant role and transfer some of the responsibility for learning to the "learners."

Central office staff and campus administrators also have specific ideas about the kinds of things they expect teachers to learn and do to improve. Teachers are expected to understand reading, writing, and language, that individuals learn by doing these in large quantities, and that technical proficiency comes from looking at what they have produced. Teachers also should have an extended opportunity to watch others teach and (for ABE teachers especially) should be grounded in a way of teaching reading that makes sense to them. The focus for ESL teachers is to enable limited English proficient adults to gain control of language fluency and accuracy.

Training Topics

CUNY training activities cover a variety of topics of concern to ABE and ESL teachers. ESL workshop topics include: teaching multi-level ESL classes, assessment and evaluation in multi-level classes, whole class and group activities, pair work, literacy development, and language acquisition. Other topics for both ABE and ESL teachers include classroom management (e.g., attendance, assigning homework, and balancing activities), working with students individually, developing real-life materials, and assessment. The ABE coordinator has also focused on helping teachers find appropriate reading materials for their students, especially beginning readers. A goal of CUNY staff is to develop a system of portfolio assessment for teachers as a way for teachers, training staff, and program administrators to view and critique their work. The portfolio might include an audio/videotape of a teacher's work in the classroom, an annotated bibliography, and a themed unit put together by the teacher.

Instructional Strategies

Staff development instructional strategies vary and are based on techniques found to be successful by training staff and other teachers. Training staff work with teachers individually, team teach with another teacher, work with small groups, observe teachers in the classroom, and lead short lectures on adult education theory. These strategies are designed to meet teachers' expressed needs and move them away from the model of a "teacher dominated classroom" and toward a learner-centered one. Teachers are encouraged to observe the classrooms of their peers and to seek feedback from training staff who observe them. During on-site visits, the staff developer also supplies teachers with samples of materials that are useful for students reading at different levels.

Training Materials

Staff developers emphasize using teacher-made materials, realia, and student writings, all of which are intended to reflect the cultural diversity and individual needs and interests of students. CUNY staff also have taken the lead in developing videos and manuals that serve as resources for the many part-time teachers who have limited time to prepare lessons or attend training workshops. The central office provides each campus with one complete set of these materials. Some CUNY initiatives that were completed in collaboration with other literacy providers throughout New York City include the following:

- "Teacher to Teacher," published and distributed by New Readers Press (initially funded with university and city funds), is a 12-part videotape training program based on teaching experiences of teachers in actual classroom settings from across the literacy-providing agencies in the city. Techniques in the series were chosen for their generalizability for new and experienced teachers across content areas and class settings. Among the topics covered in the series are developing literacy, enhancing oral and aural facility, techniques in teaching reading, developing self-directed learners, and creating an environment for writing.

- "ESL Live," funded by State Legalization Impact Assistance Grant (SLIAG) money, is a video series used for amnesty instruction. The videos utilize a react/interact model, including hands-on practice and modeling. After viewing, instructors engage in pair mentoring with other teachers and are brought back together in a subsequent session to discuss implementation in their classrooms. The project was initiated by CUNY and solicited input from teachers throughout the city.

- "Language Competencies Guide," a collaborative project of CUNY and the New York City Board of Education, is designed for teachers of beginning adult ESL students. The project includes a step-by-step teaching manual and three videotapes, spanning content from the alphabet to 16 basic survival competencies. The videos demonstrate teaching processes and the environment of a beginning adult ESL class and reflect CUNY's emphasis on a student-centered classroom and self-directed learning.
- "Adult Basic Education: A Teacher's Guide," developed by the ABE coordinator and project director, is a general resource guide for ABE teachers that provides an overview of approaches, materials, and issues in ABE. Topics that are covered include reading, writing, and math, planning, classroom management, and assessment.

Compensation for Training

Teachers are paid about half of their hourly teaching wage to attend staff development activities. Due to budget constraints at some campuses, this compensation may not be available for some events.

Follow-Up Activities

Follow-up is typically conducted informally through sharing and discussion, due in part to the high turnover of teachers. Coordinators say that teacher self-reporting is not sufficient in itself and that some program managers do not have time to take a critical look at the effects of training on their teachers. However, in at least one campus where the ESL coordinator is working with teachers for a five-week period, the campus program coordinator is trying to organize a follow-up session with teachers to see how they are utilizing principles taught in the workshop series. Other strategies for gauging the effects of training include: informal observation by program administrators (e.g., the program coordinator observes a class for an hour and meets with the teacher later to provide feedback); peer observation; and formal observation (e.g., program coordinator looks at the content and techniques of a particular teacher, the teacher's lessons and objectives, and pre- and post-tests; relates observations to the teacher).

This year, CUNY training staff modified the demonstration class model, allowing more follow-up with teachers in the classroom. The staff developer spends four to six weeks at a given campus, serving as an on-site resource, with other teachers available to help with lesson planning. The developer leads team teaching with one teacher, who is expected in turn to provide weekly mini-sessions to the teachers at his or her campus. The ESL coordinator this year gave weekly group presentations to teachers and focused more on working with site managers, while the ABE coordinator preferred to work with teachers individually on-site or through team teaching.

Summary

Key Elements of the Program

Training staff believe that the success of their program is based on several factors:

- Teachers can choose from a broad range of staff development activities;
- Administrators and their staff consider staff development to be a high priority;
- CUNY staff emphasize practice and talking about practice;
- Sharing sessions are arranged in a structured way;
- Staff work with teachers on-site rather than expecting them to meet at a central location. This is more convenient for part-time teachers and demonstrates that teachers are considered to be important;
- Staff developers frequently mail articles and suggested materials directly to teachers. Teachers have found this to be helpful and relevant to practice;
- Teachers have the opportunity to practice in a setting where they can be observed by their peers; and
- The staff development process is flexible and responsive to the changing needs of teachers.

Recommendations for a More Effective Program

CUNY administrators and trainers offered several suggestions for improving the staff development process, with some noting that conditions will not change until the teaching of adults is considered to be a profession. Their suggestions include:

- Provide more follow-up after training sessions. Program managers should be doing this with their teachers but they are saddled with many administrative responsibilities;
- All teachers at a given campus should meet monthly. Due to their schedules, teaching status (e.g., ESL vs. ABE, day and evening classes, part-time and full-time), and high turnover, they have limited opportunities to get to know other teachers in their program;
- With sufficient resources, staff development should be in-house and each campus should have a staff developer; and
- Organize more group projects where teachers write about teaching, duplicate classroom projects, or conduct an in-depth study of their teaching environment.

APPENDIX H

Training Materials Reviewed

I Volunteer Tutor Training

- ABE Training Videotapes 1 and 2 (Commonwealth Literacy Corps, MA)
- ESL Training Videotape (Commonwealth Literacy Corps, MA)
- ABE Curriculum Guide for Training Volunteer Tutors (Commonwealth Literacy Corps, MA)
- ABE Methods Resource Handbook for CLC Volunteers (Commonwealth Literacy Corps, MA)
- English as a Second Language Curriculum Guide for Training Volunteer Tutors (Commonwealth Literacy Corps, MA)
- Tutor Training: Part 1 (Tuscarora Intermediate Unit, Adult Education and Job Training Center, PA)
- Training Effective Literacy Tutors (Office of Community College Services, OR)
- Tutor Training Guide (Office of Community College Services, OR)

II Adult Basic Education

A Management of Instruction

1. Planning for Instruction
   - Motivating Adult Learners (Colorado Department of Education, Adult Education and Library Services, CO)
   - Developing Reading Fluency in Adult New Readers (Adult Community Education Network, DE)
   - ITV and the Adult Educator (Arkansas Educational Television Network, AR)
   - Student/Teacher Evaluation and Planning Session (STEPS) (Virginia Adult Education Services, VA)
   - Student Goals/Interests: Integrating Into Instruction (Adult Community Education Network, DE)
   - Basic Skills Institute--Part 1: Competency-Based Education and Basic Skills (Connecticut Adult Performance Program, CT)
   - Basic Skills Institute--Part 2: Lesson Planning (Connecticut Adult Performance Program, CT)
   - IN PACE Instruction Guide (Indiana Department of Education and Indiana Literacy Resource Center, IN)

2. Assessment
   - Helping Adults Learn: Student Needs--An Instructional Resource (Pennsylvania Department of Education Resource Center, PA)
   - People Helping People (Virginia Adult Education Services, VA)
   - Assessment: Methods and Merits (Arkansas Educational Television Network, AR)
   - From Assessment to Instruction (Office of Community College Services, OR)
   - Oregon Basic Adult Skills Inventory System: Test Examiner Training (Office of Community College Services, OR)
   - Adult Basic Skills Assessment (Oregon Competency-based Adult Education Task Force, OR)

B Basic Skills

1. Whole Language Approach
   - Helping Adults Learn: Language Experience Approach (Pennsylvania Department of Education Resource Center, PA)
   - Language Experience Approach (Colorado Department of Education, Adult Education and Library Services, CO)
   - Whole Language and Adult Learners (Colorado Department of Education, Adult Education and Library Services, CO)

2. ESL
   - Teacher-to-Teacher--ESL Live: Day One (City University of New York, NY)
   - Competency-Based Teacher Education Workshops in CBE/ESL (Virginia Refugee Education and Employment Program, VA)
   - English as a Second Language Trainer's Manual (Cleveland Public Schools, OH)
   - Native Language Literacy for Spanish Speaking Adults (Texas A&I University, TX)
   - Approach, Methods and Techniques for Teachers of English as a Second Language (Texas A&I University, TX)
   - Multilevel ESL (Texas A&I University, TX)
   - English Language Literacy for Limited English Proficient (LEP) Adults (Texas A&I University, TX)
   - Adult Education ESL Teachers Guide (Texas A&I University, TX)
   - A Handbook for Teaching English as a Second Language in Adult Basic Education Programs (Cleveland Public Schools, OH)
   - English as a Second Language Curriculum Guide (Horry County School District and South Carolina Department of Education, Office of Adult Education, SC)

   - ESL Workshops for Vermont ABE Tutors: Assessment and Evaluations, Methodology, and Cultural Awareness (Vermont Department of Education, VT)
   - Theory of Language Acquisition (Vermont Department of Education, VT)

3. Writing
   - No-Fault Writing Instruction (Adult Community Education Network, DE)

4. Reading
   - Assorted workshop materials for training sessions (Project Read, CA)
   - Reading Strategies (Adult Community Education Network, DE)
   - New Directions in Reading Comprehension Instruction: Promoting Active Reading Strategies (Adult Community Education Network, DE)
   - Strategies for Improving Adult Reading Performance (Marion City Schools, OH)

5. Other
    - Training Teachers as Counselors in Adult Basic Education (Virginia Adult Basic Education Project, VA)
    - Citizenship Education (Texas A&I University, TX)
    - Training Manual for Learning Lab Instructors (South Carolina Department of Education, Office of Adult Education, SC)

C Higher Order Thinking Skills
- Higher-Order Thinking Skill Instruction (Adult Community Education Network, DE)
- Basic Skills Institute--Part 3: Teaching to Transfer (Connecticut Adult Performance Program, CT)

D Learning Disabilities
- Adults with Learning Disabilities: We Can Make a Difference (Adult Community Education Network, DE)
- How to Recognize Learning Disabilities (Arkansas Educational Television Network, AR)
- Welcome to the Quiet Life (Gallaudet University, DC)

E General Orientation Training Materials
- SABES Orientation for New Staff (System for Adult Basic Education Support, MA)
- Mississippi Adult Education Teacher Orientation (Mississippi State University, MS)
- Orientation for Teachers New to Adult Education (Indiana Literacy Resource Center, IN)

F General Resource Materials
- Washington State Core Competencies Model Curriculum (Adult Basic Literacy Educators, WA)
- Teacher-to-Teacher: Video Table of Contents (City University of New York/New Readers Press, NY)
- Welcome to the ABE Family (RESA III, WV)
- A Guideline for Teaching Literacy: A Competency-Based Curriculum for Use with Adult ESL Students (George Mason University, VA)
- Handbook for New Teachers in ABE (Virginia Department of Education, Adult Education Service, VA)
- VACIL: Unlock the Future--Communication Module (Virginia Department of Education, Adult Education Service, VA)
- Increasing Participation of Older Adults in Basic Literacy Programs (The National Council on the Aging, Inc., DC)
- For New(er) Teachers of Adults: A Resource Guide of Materials for Teachers Entering the Field of Adult Education (Southern Illinois Area Education Service Center, IL)
- Adult Basic Education: A Teacher's Guide (City University of New York, NY)

- The Adult Literacy and Math Teacher Training Curriculum Development Special Project: Excerpts from the Instructional Strategies Notebook (Texas Education Service Center, Region 20, TX)
- Functional Life Skills: Lesson Guides for Competency Based Adult Basic Education (Oregon Competency-based Education Task Force, OR)
- Oregon BASIS/CASAS Implementation Manual for Competency-based Education (Oregon Competency-based Education Task Force, OR)
- Assorted workshop materials for training sessions (Adult Basic Literacy Educators, WA)
- Assorted workshop materials for training sessions (Literacy Training Network, MN)
- Assorted workshop materials (Vermont Department of Education, VT)